

Point of View

By John J. Clayton

WHEN I WAS A CHILD, living in an apartment in New York City, a refugee named Theodore would come every few months to wash our windows. I remember his buckets and the black leather straps he hooked onto the stone ledge, seven floors above an alley. I remember his thick Polish accent, his rimless glasses, his severity. He seemed to have weathered into leather himself. Paid by the window, he worked with amazing speed. One afternoon my mother called me in to watch him at work.

"You see that man? What do you think he's doing?" "Washing windows," I suggested.

"Let me tell you what he's really doing: That man is putting two sons and a daughter through university! You understand? And that's America."

I remember feeling a shiver, as I often did when my mother gave me a lesson in social justice. After that, Theodore seemed to me a kind of hero. But his story also made our country seem heroic—a land of possibilities, of social mobility through education provided by the people.

In the 60's I became cynical about the American Dream. From its beginnings, I learned, public education wasn't developed simply to enable ordinary people to rise. It was part of the infrastructure required by industry, which needed socialized and educated workers. But my cynicism was foolish. The dream was real, even if the motives of industrialists were not purely altruistic. Women really have put children through college by cleaning office buildings at night. The dream was true for millions of American parents who used higher education, especially in public colleges and land-grant universities, to lift up the next generation. Driven by the Morrill Land Grant Act of 1862, public higher education became America's edge. A student at City College of the City University of New York wrote at the turn of the century, "The classrooms were bare, the chairs and desks of the plinths.... But as against that were the students.... We knew it as gospel truth that this plain College was for each of us a passport to a higher and ennobled life." In the same era, Charles R. Van Hise said at his inauguration as president of University of Wisconsin, "A state university can only permanently succeed—where its doors are open to all.... who possess sufficient intellectual endowment, where the financial terms are so easy that the industrious poor may find the way.... This is a state university ideal, and this is a new thing in the world."

This new thing, a high-quality, inexpensive public university, fostered both social mobility and American success in this century. In the states with great land-grant universities, most political and industrial leaders were educated there. The institutions also have been essential to research.

Now, the public university is not just being pruned or challenged; throughout the country, it is probably being lost.

I teach in a state that seems to represent the American future, and that future saddens me. Public higher education has begun to deteriorate in Massachusetts. We've suffered the deepest budget cuts in the country; since 1988, we have lost over 41 percent of our budget. Last year's cut, 17 percent, was 10 percent worse than that in any other state. But we're simply out in front of a trend: For the first time in the 33 years of the Chambers survey, state support for higher education declined for academic 1991-92. Thirteen states, including seven of the largest, reported declines over the last two years.

In many states, faculties and courses have been cut, and students have been crowded out of classes. California's law entitling all qualified Californians admission to the higher-education system simply can't be obeyed. Everywhere, tuition has jumped but faculty salaries have not.

Massachusetts is the extreme example. For three years, faculty members at the University of Massachu-

America Is Destroying Public Higher Education

sets have received no raises, not even cost-of-living increases; worse, we've been forced to take unpaid "furloughs" and yet teach anyway. Master teachers are being paid—"bribed" is the word that comes to mind—to retire early simply because the university needs their salaries. Programs that took 30 years to build are dissolving; some of the best, most respected administrators and teachers have gone elsewhere. Budget cuts have stripped the university bare, leaving it without money to keep up a decent research library, without money for building programs. Morale—of students and faculty members—is low.

Budget cuts have been "softened" in Massachusetts and many other states, by asking students pay more—a lot more. In Massachusetts, this new revenue permitted the state to make additional cuts, which led to additional burdens on students. The university has hit them with unpredictable increases in costs, sometimes in mid-year. In three years at UMass, costs for an in-state student have risen from \$4,300 to \$8,500, and

"Budget cuts have stripped the university bare, leaving it without money to keep up a decent research library, without money for building programs. Morale—of students and faculty members—is low."

costs for an out-of-state student from about \$7,500 to \$14,300—close to double.

The extra tuition money tempts us to increase costs more, making UMass more expensive and thus less democratic—less accessible to Theodore's grandchildren. Like private colleges, we offer financial aid. But, increasingly, it's children of the middle class who can afford to come to UMass. It's becoming private education under another guise. What's happened to low-income students? They go to inexpensive community colleges near their homes—or they just don't go.

The result of the budget cuts and increased costs is making us less selective. In 1988, 24,000 students applied for first-year admission at UMass. We accepted 30 percent and came up with a class of 4,400 students. In 1991—just three years later—only 14,000 students applied. We accepted 83 percent, but that year's class dropped to 3,300 students.

Demographics at work? Hardly. All through the 80's, the demographics indicated a decrease in the college-age population, but our enrollments climbed. Massachusetts has lost some population, but not this much, not this fast, not in three years.

As we've become less selective, the average SAT scores of our freshmen have dropped steeply—30 points in a year. And they proved accurate: 24 percent of last year's first-year students didn't return this fall—the highest proportion ever.

THE UNIVERSITY OF MASSACHUSETTS is still a fine place, with most of its programs and departments intact. But unless things change, we will become increasingly less selective, accepting any student able to pay. If we don't reverse the trend, the academic ability of our students will steadily decline, good faculty members won't apply for jobs here, the best graduate students will go where the best young faculty members are, and our wonderful public university will become second-rate,

then third-rate, then a joke. Elitists like John Silber will have won: To get a good education, a student will have to go to a private university.

And soon this may happen all over the country. Public colleges and universities will continue to drop faculty members and part-time instructors, canceling classes and making existing classes unbearably overcrowded. Tuition may increase so much that some public institutions will really be second-rate private universities, the only difference being that minimal state support will substitute for endowments. They will become third-tier, underclass institutions.

THE RECESSION, OF COURSE, is partly to blame. And the recession has come after a decade of Reagan-inspired budgets that have harmed educational institutions, students, and the states. The states, whose own tax revenues have declined, increasingly are unable to make up for the federal cuts. But the culprit I want to focus on is a virulent mythology offered us by our Presidents and their apologists over the past 12 years: *All government is parasitoid and wasteful. Higher education? Real start programs? Prudent care? Don't let them see your money. Keep up a strong police and military, but otherwise keep the government's hand out of your pocket.*

The result of this mythology? The general public and legislators actually feel morally in the right—not simply self-interested, but responsible, virtuous—for refusing to vote new taxes for education and other social programs. For ordinary people, whose real income has declined, whose children face a future with fewer possibilities—the mythology is imprisoning.

In Massachusetts, as in the rest of the country, legislators who voted for a progressive income tax or tax on services would have a very hard time being re-elected. Experts can point out that if all industrialized countries, the United States is the most highly taxed; they can point out the value of taxation when it's used to invest in our future. But people don't listen; it doesn't fit the Reaganite mythology that too many people have adopted, particularly as the recession makes them fearful about their own economic futures.

It's time for people to understand that refusing to pay for education is not tough-minded realism. Realism recognizes that to rebuild our economy, we're going to have to rebuild the infrastructure. That includes the minds of the next generation of workers, workers who will require a better, not a shoddier, education. A great deal of the public capital needed can come from cuts in defense spending, but if it also takes more taxes, then let's raise taxes.

We cannot afford the terrible human waste—the waste and moral destruction of a generation of poor and middle-income children and young adults. A child in his old days only once. If you deprive the child of a decent elementary education, you've done him or her irreparable, irreversible damage, and you've lost a valuable asset. And we'll end up paying for prisons and police whatever we refuse to pay for education. Similarly, high-school graduates usually get just one chance at college. If we don't offer the most talented among them a first-rate public education, everybody—they themselves and the society that needs them—loses out.

The alternative is the terrible vision of the movie *Blade Runner*. Set in a futuristic Los Angeles, it showed a polyglot sea of uneducated poor living in the leading, deteriorated structures of the 21st century, a giant underclass without mobility. Its rage and crime are controlled by a high-tech police force in the pay of a small, wealthy, highly educated class living in elegant isolation. I'm afraid of that vision; I'm afraid it may become literally true.

John J. Clayton is professor of English at the University of Massachusetts at Amherst.

Quote, Unquote

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The problem of a small, low-cost, long-charged to the government is a systemic.

An assistant comptroller general at the Bureau of Accounting Office: A25

"They informed people that the world is turning 'queer.'"

Professor of sociology at Arizona State University: A7

"Young men wrote that a novel would read had taught him that his relationship with Mother Earth was one of rape and pillage; to say that this rock collection is a new light."

Professor of women's studies: B1

"This is the first clear indication from reliable survey data of what's happening in the higher education community as a result of the economic downturn."

Associate personnel officer, at administrators' release this year: A1

"I think the budget is exactly the same as past Bush budgets for existing programs. You'd have to give them credit for putting a gasp on it."

Charles B. Saunders, Jr., senior vice-president of the ACE: A1

"The request barely covers the inflation. And in some very important areas, it does not come near the inflation rate at all."

David B. Moore of the Association of American Medical Colleges, on the budget proposal for NIH: A26

"It'll be interesting to see if the presidents think this is a real shot across the bow, or just a bag of flour."

A director of women's athletics, on an Education Department memo on sex equity in college sports: A1

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U.S. Drafts Memo on Sex Equity in College Sports

By DOUGLAS LEDERMAN

WASHINGTON The Education Department is circulating a proposed memorandum that would warn college presidents not to violate federal sex-discrimination laws when they make decisions about eliminating sports teams.

The department's Office for Civil Rights has asked a range of higher-education and college-sports officials for their comments on the memorandum, which would be sent to the presidents of all colleges that receive federal funds.

Many Programs Face Deficits

The memorandum has generated interest for several reasons. First, college officials say it indicates that there has been listening to their complaints that it too often has proposed policies without getting advice from experts at the colleges.

Second, it comes at a time when many colleges are contemplating cutting teams as a way to deal with the sports deficits that many of them now face. About a dozen colleges have dropped teams in the past 18 months, and more are considering similar action. Concern about the possibility of violating federal anti-discrimination laws have forced several colleges to back off from such cutbacks.

Third, the memorandum suggests that the civil-rights office may follow through on its December 1990 pledge to make sports programs' compliance with anti-discrimination laws one of its top priorities. Advocates for women's sports have been frustrated by what they say is the failure to enforce vigorously the statute known as Title IX of the Education Amendments of 1972.

Continued on Page A39

11.6% Increase for Student Grants Sought by Bush in 1993 Budget; Funds for Loans Would Grow 25%

Spending plan said to reflect concern over costs to families

By THOMAS J. DELOUGHRY

WASHINGTON President Bush last week asked for an increase of 11.6 percent for student-grant programs in fiscal 1993—the largest such request of his Presidency. Spending for student loans would grow by 25 percent.

The proposals surprised college officials, who had expected a request for smaller increases. Many hastened to point out, though, that Mr. Bush's proposals were not as generous as the figures indicated.

Under the President's budget plan, the maximum Pell Grant would grow to \$3,700, from \$2,400, and the largest Stafford Student Loan that an undergraduate could take out would grow to \$4,000, from \$3,000. The proposal would put \$2-billion in new money into higher education, but shifts in funds and changes in eligibility requirements would eliminate more than 675,000 grants and 128,000 Perkins Student Loans.

Concern for Older Students

Bush Administration officials said the proposals were intended to acknowledge families' difficulties in paying for college. They also said the budget was designed to open up student-aid programs to older students who are working full time and want to go to college for one or two courses. The present law requires students to attend college at least half time to qualify for federal aid.

The President combined the proposed

The President's Budget and Higher Education

■ Scientists are pleased with large increases proposed for the National Science Foundation, but are disappointed by the small increases proposed for the National Institutes of Health: Page A26.

■ Students and presidents are angry about a proposal to give larger Pell grants to good students and deny grants to students who do not maintain a C average: Page A32.

■ Colleges could attract more gifts of real estate and stocks if Congress adopts the proposal on tax treatment of appreciated property. But some development officers are worried about new reporting requirements: Page A30.

■ Complete budget tables on programs in the Education Department and other agencies that provide funds for colleges and universities: Page A28.

student-aid increases with requests that the interest on student loans be made tax deductible and that penny-free withdrawals from Individual Retirement Accounts be permitted for college expenses. Educators said they viewed the package as Mr. Bush's attempt to keep his 1988 campaign promise to be an "education President."

Higher education fared well in the proposed Education Department budget.

Continued on Page A32

Administrators' Raises Trail Inflation This Year, Reflecting Hard Times

By DENISE K. MAGNER

WASHINGTON Reflecting the nationwide recession, median salaries for college and university administrators rose by only 2.6 percent this academic year. Not only was the increase the smallest in four years, but it also failed to keep pace with inflation.

In academic 1990-91 the rate of increase in median salaries was twice as high—5.4 percent. The figures are from a survey that is conducted each year by the College and University Personnel Association.

The slim pay raises also fell well below last year's inflation rate. The Consumer Price Index rose by 4.7 percent in the 12 months ending June 1991.

"This is the first clear indicator from reliable survey data of what's happening in the higher-education community as a result of the economic downturn," said Kathleen E. Donofrio, director of personnel at Loyola College in Maryland and a

member of the committee that advises CUPA on the administrative-salary survey. "It's not surprising," she added. "I think higher education has been particularly hard hit in this economy."

Lowest Raises at 2-Year Colleges

Administrators at two-year colleges received the lowest pay raises. Their median salaries increased only 0.8 percent in 1991-92, the survey of 1,438 institutions found. "Two-year colleges, at least at the public level, differ from a lot of the other public institutions in that they draw some of their support from the local base," said Kurt D. Beyer, compensation manager for the University of Nebraska at Lincoln and chairman of the survey advisory committee. "They might reflect the economic conditions a little sooner than some of the other state-supported institutions would."

Administrators at baccalaureate institu-

Continued on Page A14

Highest-Paid Administrators

Medical dean	\$173,287
Medical center chief	136,667
Public health dean	128,280
Law dean	124,866
Dentistry dean	120,000
Veterinary dean	110,280
Health professions chief	106,000
System president	99,462
Pharmacy dean	99,300
Institution president	95,200

Source: College and University Personnel Association

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This Week in The Chronicle

February 5, 1992

Research

CONTROVERSY OVER RESEARCH ON HOMOSEXUALITY
Claims that homosexuality has a biological basis have been criticized by researchers in many disciplines: A7

U.S. SAID TO OVERSTATE TRADE DEFICIT
A panel of researchers says federal officials fail to weigh profound changes in the global economy in measuring the flow of goods and services: A7

THICKS OF THE TRADE IN MOVING A LAB
Many researchers relocate at least once in their careers, and must find that moving their laboratory can be as expensive as it is tricky: A14

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When academic scientists switch to a new institution, taking their delicate equipment with them is no easy task: A14

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As president of the National Right to Life Committee, a developmental psychologist leads the fight against abortion: A5

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University employee acid cocaine and fired grades: A4
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Postal Service card marks centennial at U. of Chicago: A5
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Award will honor faculty-development programs: A14
Nine new books on higher education: A18

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■ Researchers are pleased with the requests for science, but disappointed with the figures for the National Institutes of Health: A26



Wearian scholars can now use interactive videodisks to get details about a great archaeological discovery in Xian, China. Above, a figure unearthed at the site: A20

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NIH STARTS WORK ON A STRATEGIC PLAN
The National Institutes of Health released the draft of a long-range plan that includes five broad objectives for the agency: A25

ANTITRUST INQUIRY ENDS FOR 6 MORE COLLEGES
In all, the Justice Department has now disclosed that 25 of 37 institutions previously being investigated for violating federal laws are no longer under review: A34

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SEX EQUITY IN SPORTS: U.S. DRAFTS A MEMO
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\$33-MILLION FOR MEDICAL EDUCATION
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AUSTRALIA BATTLES RECESSION
With a new prime minister and a new chief of education, employment, and training, Australia's Labor government is battling a deep recession: A41

FILLING RUSSIA'S IDEOLOGICAL VACUUM
The next few years will determine what replaces Soviet dogmas. The outcome is too important to be left to chance or "experts." Point of View: A48

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The solid mothers and brawny workers depicted in the art of the New Deal: B64

Gazette

Appointments and resignations in academe: A43
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MARGINALIA

A faculty member at Canton College of Technology received a communication from the Athletic Boosters Club with this compelling message on the envelope:

OPEN IMMEDIATELY
OUTDATED MATERIAL INSIDE

Memorandum to the faculty at the University of Maryland:

"It is proposed that:
"1) When voting on tenure or promotion policy (and 'sense of the faculty' votes about tenure and promotion) voting privileges be restricted to full-time teaching faculty and division chairs.
"2) A ballot on this issue is called for."

Shall we dance?

A student who was late for a class at Quinnipiac College gave her professor this note:

"At 8:15 we received a Call that Sharon L. Jean Wrangler broke down. Now at 10:00 AM vehicle has been towed here for possible drive shift repairs."

"Please excuse my only convenience this may have caused."
The note was signed by a man at a local auto shop.

Warning sent by electronic mail at Appalachian State University:

"Those that we do not hear from by November 15, indicating they wish to retain their id, will be removed."
Help us, Sigmond! Help us!

From *Dominique News*, the paper at California State University in Dominguez Hills:

ETHNIC DIVERSITY

SPINOKLES CAMPUS

"Dominguez Hills is just one big salad bowl."

"The ingredients in the Dominguez Hills salad are:
"35.5 percent White
"33.1 percent African-American
"18.9 percent Latino
"8.5 percent Asian
"4.0 percent Pacific Islander."

"Dr. Kenneth B. Gosh, director of institutional research here said, 'each year the ethnic diversity changes.'"

"The Latino population is growing each year, this makes the percentage of other races stay the same," he said.

What's on that salad, Director?

We have it on good authority that the following closing statement was made by the vice-president for academic affairs to the Governor of West Virginia at a ground-breaking ceremony at Fairmont State College:
"And now let us proceed with the recession."

—C.G.

In Brief

Students question PCB cleanup in dormitories

NEW PATLIZ, N.Y. — Students at the State University of New York here protested outside two residence halls last week, demanding that the buildings remain closed for further safety tests.

Last month a power surge caused transformers containing a carcinogenic chemical, polychlorinated biphenyls, to overheat in five campus buildings. A university spokesman said both the state and county health departments had approved the reopening of the buildings after testing and cleanup. Two other residence halls remain closed.

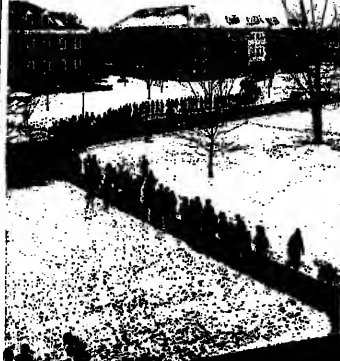
Berkeley students stage hunger strike over fees

BROCKLEY, CAL. — Five students at the University of California's campus here started a hunger strike last week to protest a 22-percent increase in student fees due to take effect in the fall.

The increase will boost fees for state residents to an average of \$3,036 a student on the university's nine campuses. The university charges fees instead of tuition.

The fee hike is the third in as many years. A university spokesman said the institution needed the money to help offset a cut in its request for state funds. The money from the fees will be used mainly to increase support for university libraries and student financial aid.

The students said they would only drink liquids and take vitamins during their strike. They will continue to attend classes as long



Book procession marks opening of new library

FREDERICK, MD. — Hood College students, faculty and staff members, and alumni carried books from the Joseph Henry Apple Library last month to open a new library and information-technology center on the campus.

The new four-story library cost \$9.2-million to build, and the information-technology center cost \$3.5-million.

The college held the procession to celebrate the new library, which will be dedicated in September to kick off the college's centennial year. About 1,000 books were carried in the procession.



Chancellor moves to poor neighborhood

SAN FRANCISCO — Evan S. Dobelle (above), chancellor of the City College of San Francisco, has moved from an office on the main campus to new quarters in a satellite campus in Bayview-Hunter's Point—a predominantly black neighborhood that has been plagued by crime and unemployment. "I am not presumptuous

enough or foolish enough to believe that I can solve the problems of that community," he said. "I am moving to share in a struggle for equity."

Mr. Dobelle's move has been warmly received by community leaders, who support his plans to increase enrollment and bolster the curriculum.

University employee sold cocaine, fixed grades

BOULDER, COLO. — Armando Payan, a former program specialist in the registrar's office at the University of Colorado, has pleaded guilty to selling cocaine on the campus and to falsifying a student's grade-point average in return for money.

Mr. Payan was sentenced to four years of probation and ordered to complete 150 hours of community service. He must also pay \$2,000 in fines and spend 30 days in house detention.

Mr. Payan, who was fired by the university last summer after working there 12 years, sold cocaine on two occasions to a police informant on the campus.

Graduate students

sit in at Yale U. library

NEW HAVEN — About 300 graduate students held a two-hour sit-in at Yale University's main library to protest reduced hours forced by budget cuts.

According to Yale officials, the campus has reduced operating hours at 7 of its 25 libraries by about 6 percent, or 17 hours a week. Hours in the Sterling Memorial Library, where the sit-in was held, were not affected.

The demonstration was staged by the Graduate Employees and Students Organization, representing about 1,500 students. The group also is angry because Yale has refused to recognize it as a bargaining body with union status.

Yale officials say they have been working to deal with the group's concerns.

But the graduate-student organization threatened a two-day strike this week, during which graduate students would not attend classes or conduct undergraduate discussion sessions. The graduate-student group may also strike with members of the union workers. The union plans a walk-out if a settlement is not reached by next week.

Corrections

■ A story on electronic information services offered by the American Center for the Study of Distance Education in the *Chronicle*, January 22 misidentified the editor of *The American Journal of Distance Education*. He is Michael G. Moore.

■ Because of incorrect information supplied by the College Board, a table listing tuition and fees gave incorrect figures for Houston Baptist University (*Chronicle*, October 23, 1991). Tuition was \$4,250 in 1990-91 and \$5,350 in 1991-92.

Card marks centennial at U. of Chicago



CHICAGO — Cobb Hall, the first building constructed at the University of Chicago, is pictured in a special historic-preservation card issued by the U.S. Postal Service. The card, which costs 15



Thousands mourn 2 swimmers killed in crash

STURM, IND. — Thousands of students and faculty members packed Sacred Heart Church here last week to mourn two freshmen members of the women's swim team who were killed in a bus crash.

The bus bringing the 12-member team back from a meet skidded off an interstate highway in a snowstorm and overturned. Two



U. of Florida replaces locks after theft

GAINESVILLE, FLA. — Housing officials at the University of Florida replaced thousands of locks stolen from a dormitory last week. The master keys were stolen from an unlocked desk drawer, said Joseph Kays, a university spokesman.

Security has been a sensitive issue at the university since August 1990, when five students were murdered in their off-campus apartments.

PORTRAIT

Psychologist on the Front Lines Against Abortion



Wanda Franz: "People who are right-to-life in the academic environment get a lot of pressure or even scorn."

By DEBRA E. BLUM

WASHINGTON — When Wanda Franz returns to the campus of West Virginia University, she usually takes off the pin that she wears when she is here or traveling around the country to speak out against abortion.

The pin, which has a picture of a rose and the word "Life" written in script, is a symbol of the anti-abortion movement, which Mrs. Franz has spearheaded since she became president last summer of the National Right to Life Committee, the nation's largest anti-abortion group.

As an academic who is a prominent activist on a divisive issue, she says she tries to separate her private interests from her teaching and scholarship.

But she adds: "You can't totally separate yourself from your work." Mrs. Franz, a tenured professor of developmental psychology, teaches courses on human development and has done research on the psychological effects of abortion on women. "I won't teach anything that is inconsistent with my beliefs," she says. "But on the other hand, I'm not going to be an advocate of one side of the issue in the classroom."

20-Year Involvement

Being an anti-abortion advocate, she says, would probably make any academic "politically incorrect" on most campuses.

"People who are right-to-life in the academic environment get a lot of pressure or even scorn," Mrs. Franz says. "But I try not to let that stop me when it comes to my personal life."

Indeed, Mrs. Franz has been involved in the right-to-life movement for more than 20 years, and had been vice-president of the National Right to Life Committee for seven years before becoming its president.

As president of the group, which has 30 state affiliates and 3,000 local chapters, Mrs. Franz attends news conferences, political gatherings, and rallies, and appears on

television and radio talk shows. She says she has never joined abortion foes whose protests have included blockading the entrances to clinics where abortions are performed. National Right to Life, she says, does not allow its employees or members to participate in such activity because it is illegal.

Anniversary of Roe v. Wade

Mrs. Franz was particularly busy last month because her group had planned a host of events to commemorate the 19th anniversary of the Supreme Court's decision in *Roe v. Wade*. In that ruling, the Court held that state laws restricting abortion were on unconstitutional invasion of a woman's right to privacy.

Also last month, the Court agreed to hear a case on Pennsylvania's abortion law—a case that could lead to overturning the *Roe* decision.

"It's a very exciting time now," says Mrs. Franz. "The potential for turning *Roe* around—which is our goal—is definitely there."

Only a month into her presidency, Mrs. Franz came under fire after a campus journal published a paper she wrote with a colleague on the effects of abortion on adolescents and on adults. Several West Virginia politicians who support a woman's right to an abortion criticized Mrs. Franz for misrepresenting data to support her position that abortion poses a serious psychological health risk to women.

Mrs. Franz had also been accused of distorting data when she testified at a 1989 Congressional hearing about the effects of abortion on women.

In both instances, Mrs. Franz defended her work and her findings, asserting that her detractors were biased against her because of her personal beliefs.

"People draw the unwarranted conclusion that I would do biased research simply because I'm involved with Right to Life," Mrs. Franz says. "In fact, I take extra pains in my work with regard to anything associated with external

validity because I know I'm held to a higher standard."

Mrs. Franz says the criticism and distrust she has faced in her academic career have made other scholars who take a strong stand on abortion reluctant to do research on the subject. Sadly, she says, that reluctance has left the academic community with too few comprehensive studies on abortion and its effects on women and on society.

Beverly Hummel-Azzaro, director of West Virginia's family-resource division, where Mrs. Franz is a faculty member, says she is confident that Mrs. Franz is able to separate her personal opinions from her teaching and research. But, she adds, the appearance of a conflict of interest tends some people on and off the campus to question Mrs. Franz's motivation.

A Compelling Argument

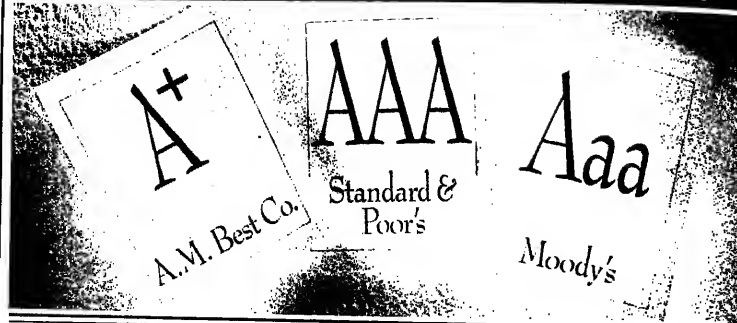
Material in Mrs. Franz's child-development courses, for example, begins with conception—the point at which Mrs. Franz believes life begins.

"I myself would propose that life begins at birth and not conception, and, of course, opinions vary," Mrs. Hummel-Azzaro says. "But in this context of human development it's o.k. to talk about conception as the beginning of the development of a fetus. She is not imposing her views on her students by covering that kind of material."

Mrs. Franz's views about abortion are, she says, shaped by science and rooted in the theories of human development that she has studied in her academic career. As an academic, she feels she is an appropriate spokesperson for a movement that she says is too often unfairly characterized as being full of religious fanatics and other people on the fringe.

"Our opponents will try to say it's purely an emotional or religious issue for you, but that misses the point that you also make a compelling intellectual argument for our position," says Mrs. Franz. "I am an academic, and I am on academic when it comes to abortion, too."

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Fifty years after they first answered a survey on their political attitudes, the Bennington women are still liberals.

Indeed, compared with similar women of their generation, those who attended Bennington College in the 1920's and 40's remain more liberal in their political attitudes, and hold them more intensely—despite having been raised in politically conservative families.

That's the conclusion of analyses by Dean F. Alwin, a professor of sociology at the University of Michigan; Ronald L. Cohen, a professor of psychology at Bennington College; and the late Rosalind M. Newcomb, a social psychologist who started the now-famous study. They studied data collected about the Bennington women in the 1930's and 40's, 1959, and 1984, and compared them with data from a national survey of voters that was conducted in 1984. The results of the research will appear in a book, *Politics of Attitudes: Over the Life Span*, which will be published in March by the University of Wisconsin Press.

The Bennington research is one of more than 200 long-term studies that are described in the *Inventory of Longitudinal Studies in the Social Sciences*, a new reference work compiled and published by the Henry A. Murray Research Center of Radcliffe College. The center holds data on 20 of the studies, including those from Mary Ainsworth's research on her children and mothers bond, which is often cited in debates over child-care programs.

As if Friday the 13th weren't enough to worry about, now a researcher has singled out Saturdays, too.

Evan Goodstein, an assistant professor of economics at Skidmore College, reports that major oil spills are more likely to occur on a Saturday than on any other day of the week.

Mr. Goodstein compiled a comprehensive list of major oil spills—those involving at least 10,000 gallons—that occurred from 1962 to 1990. Of 116 spills that resulted from navigating mistakes, 27 occurred on Saturday, more than the 16.17 that would be expected by chance.

Mr. Goodstein ruled out an increase in tanker traffic on Saturday, but could not rule out other explanations for the "Saturday effect," namely, reduced numbers of workers in harbors on weekends; alcohol abuse; or even a lax "weekend psychology."

In presenting his data at the annual meeting of the American Economic Association, Mr. Goodstein recommended that shippers responsible for Saturday spills face higher insurance rates or that authorities impose taxes on tankers that enter or leave ports on the weekend.

Scholarship

Studies Linking Homosexuality to Genes Draw Criticism From Researchers

The conclusions are unfounded and politically dangerous, some say

By DAVID L. WHEELER

Widely reported research that appears to show a biological basis for homosexuality is facing sharp criticism from researchers in many disciplines, who say the theories are unfounded and politically dangerous.

Two studies published in the last six months, one of the twin brothers of gay men and the other of the brains of gay men, have rekindled a century-old debate about what causes homosexuality. This time, though, the debate has a different twist.

Those who now advocate a biological basis for homosexuality are not psychiatrists seeking to "cure" homosexuality but are often gay themselves. They believe the view that homosexuality is inborn will further the cause of gay rights by alleviating heterosexual fears.

'People Feel Reassured'

"Many uninformed people think the world is turning 'queer,'" says Frederick L. Whiteman, a professor of sociology at Arizona State University who has studied homosexuality and the attitudes toward it. "They've seen Donahue. They've seen Winfrey. They've seen all these homosexuals and transvestites on television."

"People feel reassured that the world is not turning homosexual when they hear that homosexuality is biologically determined."

Richard C. Pillard, a professor of psychiatry at Boston University's medical school, and J. Michael Bailey, an assistant professor of psychology at Northwestern University, who reported in the December issue of the *Archives of General Psychiatry* Continued on Following Page



J. Michael Bailey co-directed a study that suggests a genetic component to sexuality. "I'm a bit dismayed by some of the critical reaction in the gay community that I get."

U.S. Vastly Overstates Deficit in World Trade, Researchers Charge

By CHRIS RAYMOND

WASHINGTON Because they do not take into account profound changes in the global economy, official government figures overstate the U.S. trade deficit—perhaps by more than twice the actual amount, a panel of economists and statisticians has concluded.

In a report, "Behind the Numbers: U.S. Trade in the World Economy," the panel says that its findings call into question America's reported lack of competitiveness in the world economy. The panel conducted its study for the National Research Council, the research arm of the National Academy of Sciences, and released its report at a press conference here last week.

According to the report, in 1987, the most recent year for which complete data are available, the actual trade deficit was \$64 billion, not the \$148 billion recorded under current government accounting procedures. The trade deficit is the amount by which America's imports of goods and services exceeds its exports.

"One of the most controversial economic Continued on Following Page



Robert E. Baldwin of the U. of Wisconsin at Madison: "The trade deficit alone does not show who is getting the jobs, or the profits, or other things we need to know."

Economists Contend U.S. Trade Deficit Is Half as Big as Government Says

Continued From Preceding Page

issues of all is the trade deficit," said the panel's chairman, Robert E. Baldwin, a professor of economics at the University of Wisconsin at Madison.

He added that "given the extraordinary changes that have occurred in the world economy, we think using the trade balance as the main measuring stick for U.S. trade performance has become misleading."

'Emerging Economic Order'

In fact, he said, the panel's research led it to conclude that America may be competing more vigorously in the world economy than current statistics suggest.

Under the accounting procedures now in use, economists in the statistical agencies of the Commerce Department determine the trade balance by measuring the flow of goods and services across national borders. When the research council's panel first convened, it intended simply to assess the accuracy of those measures, responding in part to an effort by Michael J. Boskin, head of the President's Council of Economic Advisors, to improve the government's economic statistics.

In fact, the committee did uncover problems with the figures for merchandise trade. For example, audits of goods being sent overseas from U.S. airports found that their value had been understated by 3 to

7 per cent. Goods leaving the country receive less scrutiny than do imports, and exporters often shade the goods' values to cut freight costs and duties at the destination country, the report says.

Beyond the inaccuracies, the committee found that the trade statistics also did not reflect the nature of what the council's study director, Anne Y. Kester, called "an emerging international economic order." Mr. Kester is an aide from the Government Accounting Office to direct the study.

For example, the statistics provide little information about trans-

"We think using the trade balance as the main measuring stick for U.S. trade performance has become misleading."

actions between companies and their foreign subsidiaries, which have increased over the past 10 years. Lacking data on such flows of capital, policy makers cannot assess the impact on the American economy of foreign direct investment in American companies, the report cautions.

In addition, the report says, the current system of counting any ex-

ports and imports across borders makes it difficult to determine the number of American jobs created by foreign companies in the United States, at least because an American company carries out some of its business overseas.

New Framework Suggested

Based on its research, the committee recommends that the government develop a supplemental framework for measuring America's international performance. The framework would categorize transactions by the nationality of a company's major owners, not by the country in which the company is located.

Using that new framework, the report's authors estimate that, in 1987, there were \$1,303-trillion in U.S. purchases from foreign companies and \$1,239-trillion in U.S. sales to such companies—a trade deficit of \$64-billion. In contrast, the standard figures for the 1987 American trade balance compared \$484-billion in imports of goods and services with \$336-billion in exports—a deficit of \$148-billion.

"It's like evaluating a baseball player solely by his home-run total; it doesn't tell the whole story," Mr. Baldwin said in referring to the current statistics. "The trade deficit alone does not show who is getting the jobs, or the profits, or other things we need to know."

The report, "Behind the Numbers: U.S. Trade in the World's Economy," is available for \$29.95, plus \$3 for shipping, from the National Academy Press, 2101 Constitution Avenue, N.W., Washington 20418.

Studies Tying Homosexuality to Genes Draw Criticism From Researchers

Continued From Preceding Page

that their study of twins suggested a genetic component to sexuality, followed their report with an apologetic article in *The New York Times*. "Science is rapidly converging on the conclusion that sexual orientation is innate," the researchers wrote. Dr. Pillard says he is gay and Mr. Bailey says he is heterosexual but is a strong gay-rights advocate.

A biological explanation of homosexuality, wrote the researchers, was good news for homosexuals because it would disprove homophobic claims that homosexuals can recruit heterosexuals and cause homosexuality to spread.

The two researchers found in their study that 52 per cent of the identical twins of homosexual men were also homosexual, compared with only 22 per cent of fraternal twins and 11 per cent of adopted brothers. The study's results, they say, strongly suggest that homosexuality has a genetic component.

'It Is Inconclusive'

That study and others like it do not support such a conclusion, say critics of the genetic theory.

William Byne, a resident in psychiatry at Columbia University's College of Physicians and Surgeons, says advocates of biological deterministic theories for homosexuality often cite "a large body of circumstantial evidence."

"But if you look at any one piece

of that evidence," says Dr. Byne who has written a review of the subject, "it is inconclusive as to how you can get one."

Other critics say that advocates' search for a unified explanation of the debate overshadows the realm of science.

Debate 'About the Body'

"This is not a debate about, say," says Anne Fausto-Sterling, a professor of medical sciences at Brown University, "but about body politic."

Those on the political left who oppose the advocates of biological theories of homosexuality are motivated by the conservative fear that the gender roles are fixed. From political right, advocates say they are attacked for suggesting that natural and sinful behavior is of nature, instead of an abomination that results from choice or sin.

"I think the bulk of the homosexuality stems from the same as the bulk of drug abuse," says Paul Cameron, a private psychiatrist in Woodbridge, Va. "Some who like to use drugs need someone else how to use drugs. Very often that teacher is male."

Feminist biologists and others believe that trying to put responsibility for homosexuality on genes is similar to saying women are born to nurture chil-

Scholarship

and raise children. "As women claim their rights in society and gender boundaries begin to shift, both women and homosexuals are getting more and more of a hostile reaction," says John P. De Cecco, a professor of psychology and history at San Francisco State University and the editor of the *Journal of Homosexuality*.

Repounds Dr. Pillard, one of the authors of the study of twins: "Finding a genetic influence for homosexuality doesn't mean we're doomed to do certain things. Men don't raise kids and women can't lead corporations."

Mr. De Cecco, who is planning a double issue of the *Journal of Homosexuality* in which the "deterministic" and their critics will battle it out, says that asserting a genetic influence for homosexuality will not protect gay rights.

"The skinheads who beat up gay men and lesbians in San Francisco could care less if it's genetic," Mr. De Cecco says.

Critics like Mr. De Cecco also point out the often dark history of biological determinism. John D'Emilio, an associate professor of history at the University of North

'People feel reassured'

that the world is not turning homosexual when they hear that homosexuality is biologically determined."

Carroll at Greensboro and a historian of sexuality, says that German homosexuals seeking their government's acceptance in the 1930s advocated biological explanations of their sexual orientation. But those explanations, turned against homosexuals when the Nazis rose to power and sought to eliminate those they viewed as congenitally defective.

Studies Focus on Men

Today, Mr. D'Emilio says, biological explanations for sexual preferences are again coming from homosexuals because "gay identity is presented as so powerful and so central that it must have been there from birth."

Mr. D'Emilio and others say that the experience of male and female homosexuals may differ. Most studies of the biology of homosexuality have concentrated on men, although some researchers are extending their studies to homosexuals.

"Virtually every self-identified gay man I've ever met has been convinced that his sexuality is a biological given," Lindsay Vuu Gelder, a contributing editor to *GLS*, magazine, wrote last June. "But lesbians are a mixed bag."

Critics of biological theories say the numerous attempts at "curing" homosexuality have all been based on unfounded theories of its cause. Until 1974, Mr. De Cecco says, East German scientists tried to change the sexual preferences of homosexuals with brain surgery.

Other biological theories, he says, might encourage parents and informed doctors to try to detect homosexuality in utero or to con-

cept cures for young boys or girls who have behavior not considered appropriate for their sex.

Those who suggest a genetic component for homosexuality are taken aback by such responses to their conclusions.

"I'm a little bit dismayed by some of the critical reaction in the gay community that I get," says Mr. Bailey, the co-author of the twins study.

Some homosexual men and women, Mr. Bailey says, "are wringing their hands about abuses that could happen years from now" instead of fighting the political enemies they already have.

The controversy is not likely to abate, with more research on the genetics of homosexuality on the way. Dean Hammer, chief of the sec-

tion of gene structure and regulation at the National Cancer Institute, says he found the results of Mr. Bailey and Dr. Pillard's twins study so compelling that he is starting an actual search for the gene or genes that may cause homosexuality.

'Very Early in Life'

At Arizona State, Mr. Whitam says a twin study that he recently completed but has not yet published came up with results similar to those of Mr. Bailey and Dr. Pillard.

Studies that Mr. Whitam has already published examine homosexuality in Brazil, Guatemala, Indonesia, Peru, the Philippines, and Thailand. Those studies, Mr. Whitam says, support the idea that

some sex-role behavior and sexual orientation are biologically determined. Mr. Whitam says he believes that homosexuality is found in all societies and that male homosexuality occurs at the same low rate—about 4 per cent—in many countries.

"These behaviors are occurring very early in life," he says, "and the same continuum appears in all societies regardless of whether they are tolerant or intolerant societies. You have to stretch a long way to explain how people in all societies could learn these same behaviors."

Others say they have taken a look at all of the attempts at explaining sexual preferences and found them wanting.

"The individual always seems to

be passive in these theories," says Columbia's Dr. Byne. "Sexual preference is thrust upon him by the environment or his genetic constitution. I'd like to see a little more emphasis on the interaction of individuals and the environment."

Mr. D'Emilio says genetic theories offer a simple answer to a complex question. "There's a tremendous amount of evidence in history and cross-cultural studies to suggest that human sexual behavior and desire are enormously malleable, not just from culture to culture or from time period to time period, but in an individual's life," he says.

"I'm not willing to say that there isn't a biological component, but there's too much else we haven't explored."

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RESEARCH NOTES

- Ade linked to publication coverage of cigarette hazards
- 2 astronomers obtain first direct evidence of aging in a star
- Anti-discrimination laws found key to rise in wages for blacks

Magazines that carry a lot of cigarette advertising are less likely than others to publish articles about the hazards of smoking, researchers say.

Kenneth E. Warner, a professor of public health policy and administration at the University of Michigan, and colleagues there performed a statistical analysis of 99 U.S. magazines published over two periods—from 1959 to 1969 and from 1973 to 1986. In the January 30 issue of *The New England Journal of Medicine*, the researchers report that magazines that did not carry cigarette advertising were more than 40 per cent more likely to publish articles on the hazards of smoking than those with such advertisements.

The difference in coverage was even stronger when the researchers examined magazines aimed chiefly at women. Such magazines without cigarette advertising were 2.3 times as likely to cover the risks of smoking as those that carried it.

The difference in coverage was also more striking in the 1970's and 80's, the researchers said. (A ban on broadcast advertising of cigarettes went into effect in 1971.)

The researchers say they were able to rule out other circumstances, such as whether or not a magazine typically covered health issues, that might influence whether or not a magazine published articles about smoking. The researchers say their statistical analysis cannot prove

that magazines carrying large amounts of cigarette advertising are reluctant to cover the dangers of smoking. But they say that their analysis provides strong evidence for that hypothesis, and that any alternative explanations are not supported by their data.

"The implications for the integrity of journalism are obvious," they write. "If the media bombard the public with frightening stories about health risks, ranging from toxic dumps to the use of Aids on opiates, and fail to record smoking's proper position in the constellation of risks, the public will confuse the important with the trivial."

—DAVID L. WHELEHAN

Two astronomers say they have obtained the first direct evidence of aging in a star.

Modern astronomers have been unable to observe major changes in the evolution of individual stars, with the exception of a few novae and variable stars, because of the long time scales—hundreds of thousands of years or more—over which most stellar changes take place. Fossil records on Earth, for example,

show that the sun has not changed its brightness by more than 1 per cent in the past several hundred million years.

But in the January 30 issue of *Nature*, Mari J. H. de Groot of the Armagh Observatory in Northern Ireland and Henry J. G. L. Lamers of the Astronomical Institute in Utrecht, the Netherlands, report evidence of rapid evolution in a giant star known as Cygni.

By analyzing records of the brightness of the star since the beginning of the 18th century, the two astronomers determined that Cygni had steadily increased its apparent luminosity by an average of 5 per cent each century since 1700.

In an editorial in the same issue of the journal, Achim Weiss, an astronomer at the Max Planck Institute for Astrophysics in Garching, Germany, writes that Cygni, which can be seen with the naked eye, has an absolute luminosity that is more than 100,000 times as bright as the sun.

He adds that the two astronomers were able to show, from the color of the light emanating from Cygni, that "the star is in a phase of rapid transition, which

lasts only several hundred years." This transition, he writes, has taken the star from the "main-sequence stage," in which stars spend most of their lives, to a red supergiant.

The two astronomers say that the rate of evolution of the star, calculated from the changes in its brightness, is about twice as fast as theoretical models predict. However, they say the difference may be due to uncertainties about the star's mass or to inaccurate assumptions in formulating the models.

—KIM A. McDONALD

Federal anti-discrimination laws, rather than economic changes, played the largest role in improving the economic standing of blacks from 1965 to 1975, conclude two scholars in the current (December) issue of the *Journal of Economic Literature*.

John H. Donohue, Jr., and James Heckman argue that increases in the demand for black workers and in the wages paid to those with high-school educations are the best way to explain the improved economic standing of blacks in that 10-year period.

What prompted the change in demand and wages was the pressure supplied by federal anti-discrimination efforts, the scholars say.

Mr. Donohue, a professor at Northwestern University's law school, and Mr. Heckman, a professor of economics at the University of Chicago, note that some economists have argued that the gains in earnings made by blacks from the late 1950's to the early 70's occurred for the same reasons as did earlier increases in the characteristics of black workers. Those included migration to the North and improvements in the amount and quality of education for blacks.

Mr. Donohue and Mr. Heckman disagree with that argument. First, they say, blacks' migration to the North had slowed to a trickle by 1965 and could not be taken into account for the general increase in wages of black Americans.

Second, they say, benefits of better schooling for blacks arising from desegregation could only have shown up in the early 1980's, they say, since such benefits began to be fully applied in the early 1970's.

South only in the early 1970's.

The authors argue that the government's intensive effort to dismantle Southern segregation in schools, jobs, and accommodations provided those Southern employers who were eager to get overall labor costs down with the "proper excuse" to hire blacks in spite of community opposition to the idea.

—CHRIS KATAGIRIS

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1979). In *Slavery and African Societies in Slave Societies*, John H. Coatsworth and Barbara H. Stein (eds), pp. 183-205. Cambridge, MA: Harvard University Press, 1979. Pp. 205. Argues that the concept of slavery can be attributed to an unequal inequality in financial markets makes it very difficult for historians to distinguish between slavery and debt slavery in economic activities and modern slavery.

Western Civilization on Earth: By Frederick C. Lane. New York: Basic Books, 1979. Pp. 304. \$19.95. A history of Western civilization from the impact of Western and strategic considerations on West trade policies.

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FELLOWSHIPS, PRIZES

American Philosophical Society Library

MELLON RESIDENT RESEARCH FELLOWSHIPS, 1992-1993

The American Philosophical Society Library is accepting applications for short-term residential fellowships for conducting research in its collections. The Society's Library, located near Independence Hall in Philadelphia, is a leading international center for research in the history of American science and technology and their European roots, as well as early American history and culture. The Library houses over six million manuscripts, 186,000 volumes, and thousands of maps and prints. Outstanding historical collections and subject areas include the papers of Benjamin Franklin, the American Revolution, 18th- and 19th-century natural history, western scientific expeditions and travel, the Penck-Sellers papers, American Indian languages, anthropology, the papers of Charles Darwin, genetics and eugenics, biochemistry, physiology, biophysics, 20th-century medical research, and modern physics.

The fellowships, funded by The Andrew W. Mellon Foundation, are intended to encourage research in the Library's collections by scholars who reside beyond a 50-mile radius of Philadelphia. The fellowships are open to both U.S. citizens and foreign nationals who are holders of the Ph.D. or the equivalent, Ph.D. candidates who have passed their preliminary exams, and independent scholars. Applicants in any relevant field of scholarship may apply. The stipend is \$1,800 per month, and the term of the fellowship is a minimum of one month and a maximum of three, taken between June 1, 1992 and May 31, 1993. Fellows are expected to be in residence during the period of their award.

There is no special application form and this notice provides all the essential information needed to apply. Applicants should submit the following: (1) cover sheet stating a) name, b) title of project, c) expected period of residence, d) institutional affiliation, e) mailing address, f) telephone numbers, and g) social security number; (2) a letter (not to exceed three single-spaced pages) which briefly describes the project, states the specific relevance of the American Philosophical Society's collections to the project, and indicates expected results of the research (such as publications); (3) a c.v. or résumé; and (4) one letter of reference (doctoral candidates must use their dissertation advisor). Published guides to the Society's collections are available in most research libraries, and a list of these guides is available on request. Applicants are strongly encouraged to consult the Library staff by mail or phone regarding the collections.

Address applications or inquiries to: Mellon Fellowships, American Philosophical Society Library, 105 South Fifth Street, Philadelphia, PA 19106-3386. Telephone: (215) 440-3400.

Applications must be postmarked no later than March 1, 1992. Notice of awards will be mailed no later than May 1, 1992.

The Board of Trustees of Long Island University

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Anthony J. Cutie
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Arnold & Marie Schwartz College
of Pharmacy and Health Sciences

Jorge Garcia-Gomez
Professor of Philosophy
Southampton Campus

Friends and members of the university community are invited to the awards ceremony and reception at the Tilles Center on the C.W. Post Campus.

February 13, 1992, 4:00 pm

Nobel Laureate, Dr. James D. Watson
will present
the TASA Lecture

WILLIAMS COLLEGE



Galus Charles Bolin Fellowships for Minority Graduate Students 1992-93 Academic Year

In 1985 Williams College established the Galus Charles Bolin Fellowships to underline the importance of encouraging able minority students in pursue careers in college teaching. The Bolin Fellowships enable two minority graduate students to devote the bulk of their time during the academic year to the completion of dissertation work.

Named in honor of its first black graduate, who was admitted to Williams in 1985, the Bolin Fellowships will be awarded to minority students who are working toward the Ph.D. in the humanities or in the natural, social or behavioral sciences.

ELIGIBILITY: Applicants must be U.S. citizens, and must have completed all doctoral work except the dissertation by the end of the current academic year.

TERMS: The stipend for 1992-93 is \$22,000. The College will also provide housing support and an allowance of up to \$2,000 for expenses. During the year of residence at Williams, the Bolin Fellows will be assigned faculty advisors in the appropriate departments, and will be expected to teach one semester course.

APPLICATION: Candidates should submit the following materials, postmarked by February 28, 1992:

- full curriculum vitae
- a graduate school transcript and three letters of recommendation
- a statement of research interests
- a copy of the dissertation prospectus
- a description of teaching interests

RESPOND TO: Susanne Greer, Dean of the Faculty, Hopkins Hall, Williams College, Williamstown, Massachusetts 01267

NOTIFICATION: Candidates will be notified of the Selection Committee's decision by April 1, 1992.

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Fellowship Program

The Center supports work that crosses disciplinary boundaries and contributes to the interpretation of culture and the quality of public discourse. We encourage scholarship directed to the wider public, sponsoring projects that are accessible to non-specialists. The Center gives priority to subjects of special relevance to Virginia, including Blacks, Native Americans, and other cultural groups. Religious and intellectual freedom and humanistic perspectives on the environment and other public issues are also interests of the Center.

Stipends and Terms of Residence

Fellows are provided up to \$9,000 per month and salaries, library privileges at the University of Virginia, and modest secretarial support. Terms are normally one semester or for the summer. One-month residencies are available also. The Center encourages affiliated and independent scholars, teachers, and museum, library, media, and other professionals to apply.

Applications

Applications for Spring 1993 must be postmarked by April 1, 1992. For further information and the required forms, please write or call:

Center for the Humanities
145 Edman Drive, Charlottesville, VA 22903-3207
(804) 924-9295

NEW SCHOLARLY BOOKS

Journal of Modern Korean Literature, by Jonathan W. W. Lee. Stanford University Press, 1991. 288 pages. \$26.95. Examines Korean literature during the 1910-1945 Japanese occupation through a study of the Korean literary tradition. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan.

Elia Lashin-Dubler writes from Baltimore, by Ruth Schuchman. Published by the University of Michigan Press, 1991. 224 pages. \$22.50. Explores the work of the German-Jewish novelist who immigrated to the United States in 1939. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan.

PRIZES

CONGRATULATIONS

This Year's National Award Winner

Charles D. Smith, Jr., University of Virginia, Charlottesville, VA. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan.

Philosophy and the Philosophical Life: A Study in Plato's "Phaedrus", by Ilana Diamant. Martin's Press, 1991. 215 pages. \$45.

POLITICAL SCIENCE

Images and Arms Control: Perceptions of the Soviet Union in the Reagan Administration, by Keith L. Shinn. University of Michigan Press, 1991. 288 pages. \$17.50. Explores the views of Michael Hart, Richard Perle, George Schultz, Casper Weinberger, and the President himself. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan.

Political Freedom: An Alternative Strategy for NATO? by David Gates. ISI, 1991. 213 pages. \$69.95. Explores the views of Michael Hart, Richard Perle, George Schultz, Casper Weinberger, and the President himself. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan.

Elia Lashin-Dubler writes from Baltimore, by Ruth Schuchman. Published by the University of Michigan Press, 1991. 224 pages. \$22.50. Explores the work of the German-Jewish novelist who immigrated to the United States in 1939. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan.

Isaiah Publishers, distributed by St. Martin's Press, 1991. 182 pages. \$35. Examines the relationship between Conservative Party social policy and the concept of "Judeo-Christianity" in conservative ideology. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan.

Madness and Social Representations: Living With the Mad in One French Community, by Denise Jodet, translated by Tim Powell. Edited by Grand Dictionnaire (University of Quebec Press), 1991. 316 pages. \$49.95. Explores the views of Michael Hart, Richard Perle, George Schultz, Casper Weinberger, and the President himself. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan.

PLURAL POLICY
Leadership Council: Lessons for Public

Managerialism from the Massachusetts Welfare, Training, and Employment Program, by Robert D. Behr. Harvard University Press, 1991. 272 pages. \$40. Explores the views of Michael Hart, Richard Perle, George Schultz, Casper Weinberger, and the President himself. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan.

Enigmas and Spiritual Pathways in Kierkegaard's Conception of the "Qualitative of Existence", by Paul M. Bowers. University of Notre Dame Press, 1991. 286 pages. \$29.95. Explores the views of Michael Hart, Richard Perle, George Schultz, Casper Weinberger, and the President himself. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan.

The Meaning of Jewish Existence: Theological Essays, 1930-1959, by Alexander Altmann, edited by Alfred L. Ivry. Translated by Edith Eidelich and Leonard H. Eidelich. University Press of New England, 1991. 169 pages. \$45. Explores the views of Michael Hart, Richard Perle, George Schultz, Casper Weinberger, and the President himself. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan.

SOCIAL WORK
Child Welfare: An Alternative Perspective

Public Order and Private Lives: A Critique of Conservative Ideology, by Michael Drake and Chris Hale. Routledge, 1991. 280 pages. \$40. Explores the views of Michael Hart, Richard Perle, George Schultz, Casper Weinberger, and the President himself. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan.

Madness and Social Representations: Living With the Mad in One French Community, by Denise Jodet, translated by Tim Powell. Edited by Grand Dictionnaire (University of Quebec Press), 1991. 316 pages. \$49.95. Explores the views of Michael Hart, Richard Perle, George Schultz, Casper Weinberger, and the President himself. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan. The book covers the 1910-1945 period, who was a Korean writer who lived in Japan.

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PLURAL POLICY
Leadership Council: Lessons for Public

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Relocating a Lab Can Be Painful, Scientists Discover

Continued From Page A14

and piles of books and lab manuals. Many also bring along members of their research team—technicians, postdoctoral researchers, and other assistants.

Everything from glass test-tubes to multi-ton cooling towers—which cool and recirculate water that has been heated during scientific processes—must be relocated without damage. Sometimes hazardous chemicals or live laboratory animals must be transported.

2,000 Mice in a Van

"There are many differences between moving a laboratory and moving household goods," says Lou Winters, a sales representative for a Texas moving company called Central Transportation Systems. "Handling a high-powered, \$100,000 spectrometer for a physics lab is much different from handling a dishwasher. For one thing the moving insurance is higher. For another, we have to pack things differently because the instruments are so delicate, and sometimes we have to put them in specially designed trucks."

Mr. Winters's company once transported 2,000 laboratory mice from a Midwestern university to the University of Texas at Austin in a climate-controlled moving van.

When Mr. Michl moved from



John M. J. Maday says moving his laser laboratory across the country required the use of 40 18-wheel trucks.

Texas to Colorado, he and his assistants packed their cars with picnic boxes filled with dry ice to transport research samples that would have decomposed during the trip if they were not kept at least as cool as minus 100 degrees Fahrenheit.

\$10,000 to \$300,000

Moving a laboratory may be as expensive as it is tricky.

The institution to which the scientist is moving usually picks up

the bill for hauling not only the laboratory equipment, but also the household goods of the principal investigators and the assistants who come with them. Professional movers say a move can cost from \$10,000 to \$300,000 depending on the size of the laboratory, the kind of equipment, and the number of people on the research team.

Professors who move pay their own price in terms of lost research time. Anywhere from one to 18 months may elapse before a new

laboratory is up and running in its new location.

Almost three years passed before John M. J. Maday's new laboratory at Duke University began full operation in December after he moved from Stanford University.

Mr. Maday began shipping equipment to Duke in 1988, but because the building that now houses his more than 50,000-square-foot Free Electron Laser Laboratory was not ready at the time, much of it was stored in warehouses.

Personal & Professional

Personal & Professional

can. Gas pumps, exhaust hoods, and other items must also be taken care of.

Sending a member of the research team ahead to make a preliminary working from blueprints of the new laboratory are good ways to make sure the move goes smoothly, says Bart Wischusen. She organized the move of Keith Moffat's biochemistry and molecular-biology laboratory from Cornell University to the University of Chicago (two years ago) when it comes to these things," says Ms. Wischusen, who was a research-support specialist in Mr. Moffat's Cornell lab.

"You can't be too cautious when it comes to these things," says Ms. Wischusen, who was a research-support specialist in Mr. Moffat's Cornell lab.

Negotiations and Bartering

A complicating factor in switching institutions is identifying which research instruments belong to the professor and which belong to the university, Ms. Wischusen adds.

Typically, the equipment in a faculty member's lab is purchased with a combination of university money

"I can look back at all the stories of the move now with humor, but I can still say in four words what moving is like. It is a pain."

and grant money accumulated by the scientist from a variety of outside sources. The university and the researcher usually have to negotiate—even huddle—in to decide what stays and what goes.

The process isn't always friendly, and, according to our researchers who asked not to be named, it can sometimes be quite contentious. The researcher said he and his institution fought over every instrument that he wanted to take with him, and he still ended up leaving the campus with only one truckload of equipment, when he thought he would have at least four.

Packing Sensitive Materials

Jay K. Kochi, who moved his chemistry laboratory from Indiana University to the University of Houston in 1983, says researchers should "do everything but drive the truck" when it comes to moving a laboratory.

"There's no substitute for actually doing the work yourself with your assistants," he says. "You pack the sensitive materials, you decide the location of fragile equipment in the truck, you make sure the vehicle has air suspension."

Mr. Kochi says that during his move—which involved transporting a spectrometer that fit in a small car and precision magnets that could easily have lost their alignment if they had been jostled—nothing was damaged or broken.

"If you plan well and think of all the possibilities and consequences of something going wrong then the actual physical move becomes the trivial aspect," says Mr. Kochi. "What you can concentrate on is the truly important part—the transition of living in a new place and working in a new environment."

Slim Pay Raises for Administrators Reflect Hard Times

Continued From Page A14

increased only slightly. For example, the median salary of the chief executive of a system rose from \$98,666 in the association's 1990-91 survey to \$99,452 this year. And the median salary of the chief public-relations officer at all institutions increased from \$42,208 last year to \$43,048 in 1991-92.

Smallest Increases in 4 Years

The last time the survey showed such small increases was in 1987-88, when the median rise for administrators at all institutions was 3.3 percent—2.5 percent at private institutions and 4.2 percent at public ones.

This year's survey found the median salary increase at public and private institutions to be about the same, 3 percent.

Salaries varied by type of institution. For example, this year's median salary for a chief academic officer at a public institution is \$73,213, while the median salary for the same post at a private religious college is \$60,000.

Many observers predicted that salary increases for administrators would remain low in 1992-93. Said Mr. Beyer: "Unfortunately, I don't see any encouraging indicators that the situation is going to improve in the coming year."

Ms. Donofrio agreed. "If I had a

crystal ball," she said, "I would anticipate that increases will be even lower next year."

On a positive note, she said, the rate of inflation is expected to be lower—hovering around 3 percent—for the 12 months ending June 1992.

Eye on Faculty Increases

It is not yet clear whether faculty salary increases have also slipped this year. A survey by the American Association of University Professors found that faculty salary increases last year had failed to keep pace with inflation for the first time in a decade (*The Chronicle*, April 3, 1991).

Results of this year's AAUP survey and of a CUPA survey that looks at faculty salaries by disciplines have yet to be released.

A 124-page report of the 1991-92 Administrative Compensation Survey includes aggregate data by type of institution, budget size, and enrollment.

Copies of the report are available from the College and University Personnel Association, 1233 20th Street, N.W., Suite 503, Washington 20036; (202) 429-0311. The price is \$75 for CUPA members, \$175 for non-members who participated in the survey, and \$295 for all other non-members. The association also does custom-tailored salary studies for institutions that want to make comparisons with peer institutions.



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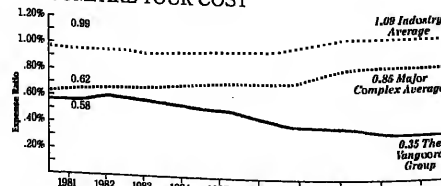
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The chart depicts the Vanguard Low-Cost Advantage. The average 1990 expense ratio of the major mutual fund complexes is 1.43% higher than Vanguard's. The average 1990 expense ratio for the mutual fund industry is 2.11% higher. Source: Lipper Directors' Analytical Data, First Edition, 1991.

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THE VANGUARD GROUP
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Information Technology

Videodisks Offer a Detailed Portrait of Qin, the First Chinese Emperor

Software-engineering students at Carnegie Mellon University have developed a computer program that could help future visitors get around Pittsburgh.

Called "Interactive Pittsburgh," the program includes all the city's streets, bus routes, major buildings, and points of interest. Users ask "Where is?" and "Which?" and see answers displayed as graphics on a computer screen.

The program was a collaborative project for 30 undergraduates in a course taught by Bernd Bruegge, an assistant professor of computer science. The students combined data bases on streets, bus routes, and other information provided by the Allegheny County Planning Department and the Port Authority and developed tools to make the system interactive so it would answer questions.

Students created nearly 40,000 lines of code to develop the software, which was built on an earlier program that had been designed to guide people around the university campus.

Lehigh University is beaming graduate chemistry courses by satellite to students at chemical companies who want to earn a master's degree on the job.

The program, which started last month with about 30 students, is being offered in response to requests from chemical companies that wanted to provide advanced education for their employees, says James Brown, director of the Office of Distance Education. He says he expects enrollment to increase to 50 or 100 students by fall.

The working chemists listen to the same lectures and work with the same professors as graduate students on the campus. Distance learners should be able to complete the degree program in two years, according to Mr. Brown.

Librarians who want to bring their staffs up to speed on management techniques can borrow training videos from the Association of Research Libraries.

Through its Video Loan Program, the association offers 29 tapes on such topics as communication, supervision, and meeting management. One of the offerings is a sketch by the comedian John Cleese called "Meetings, Bloody Meetings."

To take part in the program, libraries pay an initial fee—\$350 for 450 members and \$450 for others—and a yearly renewal fee—\$100 for members and \$120 for others. Libraries can borrow two videos at a time for two weeks. The money generated by the program goes to purchase new videotapes.

For more information, contact Karen Welter, Office of Management Services, Association of Research Libraries, 1527 New Hampshire Avenue N.W., Washington 20036; (202) 232-2466.



After 20 years, Western scholars get access to information on a key archaeological find

By BEVERLY T. WATKINS

Sometime after he came to power in 246 B.C., Qin Shi Huang Di built an elaborate underground tomb near Xian in China's Shaanxi province. The burial site contained more than 7,000 life-size terracotta figures of warriors with horses and archers with arrows, and a bronze chariot with a charioteer.

The site, which fell into oblivion for about 2,200 years, was discovered in 1973 when peasants digging a well unearthed fragments of one of the figures. These fragments, which brought archaeologists hoping to the site, became part of one of the most significant finds of this century.

Since the discovery, Western scholars have been frustrated in their efforts to get more information about the excavation and the artifacts of the first emperor of China. Chinese authorities have let few news travel outside of the country. Chinese publications and pictures, scattered through government organizations and museums, have been largely unavailable. Qin specialists in China have remained inaccessible to Westerners.

Now, after almost two decades, archaeologists, art historians, and specialists in Asian history have access to a detailed record of the discovery. Project Emperor-I, which has been collecting materials for ten years, has issued two interactive videodisks with film footage from the excavation, images of artifacts, interviews with Qin specialists, and the full text of many articles about the find.

Negotiations for Distribution

The set of double-sided disks, called "The First Emperor of China," is the first commercial product of the project, which is directed by Ching-chih Chen, professor and associate dean of the Graduate School of Library and Information Science at Simmons College here. In 1984, when Chinese authorities gave Ms. Chen permission to collect materials in China, they did not give approval to distribute them. Only in 1991, after much negotiation, did Ms. Chen obtain permission to make the videodisks available.

"By organizing and recording the tremendous amount of information on this site and its relics on videodisk, we make this period of history come alive in an accessible way," Ms. Chen says. "This is high source material for research and teaching. No one else has it."

Paul H. Martinson, a professor of art and Asian studies at the University of Tennessee at Knoxville, has used the disks since November. He says they provide valuable resources for both teaching and research.

Mr. Martinson, who teaches a survey course in Chinese art, says "Emperor-I" is

"This burial site planned by China's first emperor included some 7,000 life-size terracotta figures of warriors. It was discovered by peasants in 1973.

"one of the most detailed programs of art history I have ever seen."

"The program enables me to do a much better job with the Qin Dynasty," he says. "I can write a story about the period. I can call up images and information. Other programs don't have text information."

In addition to their use in the classroom, Mr. Martinson says, the "Emperor-I" materials will let him compare Xian, an ancient Chinese capital, with ancient cities in Sichuan province for a research project he has started.

Better Than the Real Thing?

Viewing the "Emperor-I" disks may be better than visiting Xian, says Ms. Chen. Because the site is so popular, visitors are given little time to look around. "Between 5,000 and 6,000 people are very usual for one day. There are 30,000 people each day at high time," she says. "People just go in

and walk out in five minutes. You do not see anything. It is very disappointing."

With the videodisks, she says, "If you can't go to the place, we will bring the information to you."

"If you go and can't see, we will still bring the information to you."

Project Emperor began more as an attempt to explore the use of videodisk technology than as a research project on Qin art and archaeology.

"My interest and expertise are in new technology applications," Ms. Chen says. "My previous projects were in science and medicine, and I was identified with that."

She adds: "My hidden challenge was to demonstrate that technology is a very effective means to whatever end."

In the early 1980's, when Ms. Chen was looking for a cutting-edge project, museums around the world were showing terracotta figures from Xian. The Qin Dynasty,



Ching-chih Chen of Project Emperor-I: "My hidden challenge was to demonstrate that technology is a very effective means to whatever end."

one of the most important historical and archaeological periods in China, was capturing the imaginations of museum visitors.

Qin Shi Huang Di, whose dynasty lasted from 221 to 206 B.C., conquered a number of warring states to unify China. But he made other contributions, among them a unified written Chinese script, standardized weights and measures, and an extensive transportation system. He also is given credit for completing the Great Wall.

Ms. Chen, who was born in China, decided to focus her project on her country's history and archaeology. "Emperor-I" was a wonderful combination," she says. "It has the ability to draw people's attention. People say, 'Wow.'"

Hardships of Travel

The decision to produce "The First Emperor of China" was the easiest part of the venture. Acquiring financial support, as well as permission from Chinese authorities to visit important sites, proved difficult. The hardship of traveling in an undeveloped country and dealing with an incompatible culture were sometimes overwhelming, Ms. Chen says. Coping with sensitive camera and video equipment, difficult under any circumstance, was grueling, 7,000 miles from home.

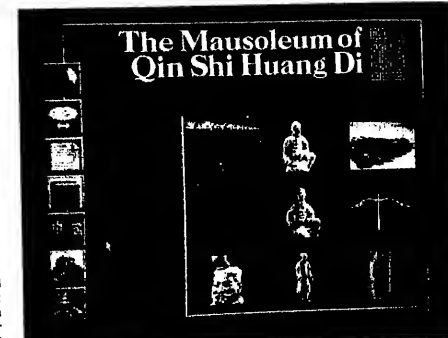
In 1983, when Ms. Chen proposed "Emperor-I" to the National Endowment for the Humanities Project on Libraries, the endowment declined to support it. According to Ms. Chen, the panel that reviewed the proposal rejected it on the ground that Chinese authorities had refused permission for similar projects from experts in the field, and Ms. Chen was not even in the field.

Eventually Ms. Chen, who had been a consultant on information technology in educational and cultural institutions in China and elsewhere, persuaded the endowment to give her a small planning grant to find out if the Chinese could be prevailed upon to approve the venture.

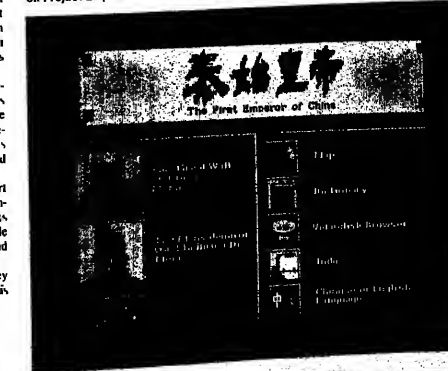
By the summer of 1984, Ms. Chen had gained permission from the Ministry of Culture of China and the affiliated Bureau of Museums and Archaeological Data in Beijing, and from the Shaanxi Provincial Bureau of Culture and Cultural Relics in Xian, to gather materials for the videodisks.

The approval came with restrictions, however. "The Chinese gave us permission for a research-and-demonstration project. University people studying this field could utilize it for research purposes," says Ms. Chen. Because the Qin artifacts are a national treasure, "Emperor-I" is a national treasure.

Continued on Page A23



Menus developed for a prototype of instructional software based on Project Emperor-I offer a series of options for further investigation.





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TECHNOLOGY UPDATE

- Floppy disks used to recruit students
- Software makes chemistry calculations

The University of California at Davis is sending recruiting material to potential students on floppy disks.

The university mailed about 3,000 disks last year to high-school students selected for their high grades and test scores, says John R. Reed, production manager for instructional media.

The disk contains a program called "The UC Davis Adventure." When the disk is inserted in the computer, an image of a dorm room, with a desk, bed, bookcase, and bicycle, appears on the screen. By clicking a mouse on the objects in the room, students can learn about the university. "Click on the sports pennant on the wall," says Mr. Reed, "and you get information about the desk, and you get information on fees."

Mr. Reed says the disks have a greater impact on prospective students than a standard brochure, or even videotapes, which have become increasingly common. "Only a few other schools are doing this right now," he says.

For more information, contact John R. Reed, Instructional Media, Room 19, Olson Hall, University of California, Davis, Cal. 95616; (916) 752-6259.

A professor at Eastern Michigan University has developed a computer package that he says makes calculations easier for students learning chemistry.

The package, called "CHEMICALC," consists of software for a desktop computer and a special keypad. Some keys represent the complete periodic table of elements and others perform special functions. The keypad can be used with a standard computer keyboard or separately, says Bert Ramsey, a professor of chemistry and the package's developer.

Mr. Ramsey says the package makes chemical calculations much faster and more reliable and lets students correct mistakes easily. "If you're doing this stuff on a calculator, and you make an error, you might not even know it."

Some chemistry professors have told him they fear his system would make chemistry "too easy for the students," Mr. Ramsey says. "That's just what they used to say about calculators in math classes, but now they're common and recognized as very useful."

Mr. Ramsey has established a company to market his product. For more information, contact Bert Ramsey, Chemical Concepts Corporation, 312 North Main Street, Ann Arbor, Mich. 48104; (313) 487-1849.

—DAVID L. WILSON

Briefly Noted:

■ *The Journal of Educational Multimedia and Hypermedia*, a new international quarterly, is available from the Association for the Advancement of Computing in

Education. An annual subscription with membership costs \$45 for individuals and \$68 for institutions. For more information, contact AACE, P.O. Box 2966, Charlottesville, Va. 22902; (804) 973-3987; AACE@VIRGINIA.EDU.

■ The 1991 issue of *Computing in Musicology*, an annual music-research digest, is available for \$20 from the Center for Computer Assisted Research in the Humanities, 515 Middlefield Road, Suite 120,

Menlo Park, Cal. 94025-3443; (415) 322-3307.

■ *Computer Applications in Anthropology*, edited by Margaret S. Boone, an adjunct professor at the George Washington University School of Medicine, and John J. Wood, a professor of anthropology at Northern Arizona University, is available for \$21.75 from Wadsworth Publishing Company, 10 Davis Drive, Belmont, Cal. 94002-9959; (800) 354-9706 or (415) 593-2350.

■ *Pathways to Success*, a collection of ideas for using information technology to help minority-group students, is available for \$10 from the Anneberg/CPA Project, 901 E Street N.W., Washington 20004; (202) 842-3600.

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Information Technology

Videodisks Offer a Detailed Portrait of an Emperor

Continued From Page A2
it is very close to the Chinese case for anyone to have access. They wanted to make sure we would not casually distribute the disk.

Following China's decision, the unsanctioned support that eventually totaled \$292,000.

3,000 Pounds of Equipment

In late March 1985, Ms. Chen and a team of six researchers and technicians flew to China, taking with them 3,000 pounds of camera equipment. For three weeks the group mined museums and sites in Beijing, Shanghai, and Xian for materials about Qin Shi Huang Di. "We started with zero knowledge and zero material," she says, "but we had to collect information from the ground up."

When they finished their work, team members had images of artifacts, photographs, drawings, maps, charts, and building plans. They had film of the interiors, exteriors of museums and archaeological sites and aerial views of the Great Wall. They had 60 hours of videotaped interviews in English and Chinese with 10 experts on Qin history and art, as well as on the economic, military, political, and social systems. Chinese agencies supplied archival film footage of the excavation, as well as previously unavailable publications.

The research team included three Qin scholars—Kwang-chih Chang, a professor of anthropology at Harvard University; Wu Tsing, curator of Asiatic art at the Boston Museum of Fine Arts; and Robin D. S. Yates, professor of Asian studies at Dartmouth College.

"Since 'Emperor' is not my field, I was very sensitive to accuracy," Ms. Chen says. "I will succeed technology but not content. Content is the reason 'Emperor' will survive."

Although the project had official approval, working in China was a headache, she says. "We were working in a country where everything was incompatible to us—from the electricity to the telephone system to cultural background."

In China, she says, "the culture does not encourage you to stand out. Anytime you have to do a project that stands out—like 'Emperor'—the Chinese people will work with you because nervous."

Tripping Over Bureaucracy

The team members constantly tripped over Chinese bureaucracy. "With every museum, you have to make a different arrangement," says Ms. Chen. "If Beijing says Yes, Xian says No. If Xian says Yes, the museum says No. If the museum says Yes, the people in the museum have the key."

Ultimately, she says, she adopted a do-or-die philosophy. "If it is difficult or impossible, we will do it."

In early June, six weeks after the

216,000 Images From a Key Archaeological Site in China

"The First Emperor of China" is a two double-sided videodisks with 216,000 images—20,000 still pictures and the rest full-motion video—and two hours of audio on Qin Shi Huang Di and the excavation of his burial site in Xian. The set also contains the full text of many publications from both American and Chinese sources.

The first disk introduces Qin Shi Huang Di, documents the discovery of terracotta figures at the burial site, and tours the Museum of Qin Terracotta Figures of Warriors and Horses, built over Pit No. 1 of the excavation. The disk also documents the excavation and restoration of a bronze chariot that was unearthed after the figures.

The second disk is composed entirely of video interviews, in both English and Chinese, with Qin scholars, who outline the significance of the archaeological find and add details about the artifacts.

To view the disks, users need a multimedia system with either

an Apple Macintosh computer or a taxicab or compatible machine with a monitor, keyboard, and mouse, a video monitor, a videodisk player, and connecting cables.

Users can move forward and backward through pictures and text, zoom in on details—an eye, a nose, a bit of color—and rotate artifacts to get different perspectives. They can move through the disks quickly or slowly, jump ahead or back, and stop at any place they wish.

"The First Emperor of China" is available for \$349 from Project Emperor-1, Graduate School of Library and Information Sciences, Simmons College, 300 The Fenway, Boston 02115; (617) 738-2224; CHIN-@BAHSON.NETNET.

Selected Qin materials are available for \$99.95 on a single disk, with companion software for \$69.95, from the Voyager Company, 1351 Pacific Coast Highway, Santa Monica, Cal. 90401; (800) 446-2001 or (213) 394-2156.

—BEVERLY T. WATKINS

team returned from China and nine months after the project started, the saga of the Xian excavation and all available materials about the first emperor of China had been preserved on videodisk.

Project Emperor has expanded well beyond the original intent in

1983. For the last several years, Ms. Chen says, she has been using the vast amount of information on the videodisks to develop software for college courses. She is also creating an electronic data base, converting the images on the disks from analog to digital form, and ex-

perimenting with different types of compact disk for eventual academic and general use. "The project began as a no end ended up becoming so huge it can reach every segment of society," she says. "We can develop products for almost anyone."

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Astronomy. "StarFinder," for IBM PC and compatibles. Requires "Windows." Displays an atlas of the sky in the Northern Hemisphere; includes 1,148 stars and 342 deep-sky objects; \$25 for members; \$75 for others. Contact: WiseWare, Academic Computing Center, University of Wisconsin, 1210 West Dayton Street, Madison, Wis. 53706; (608) 543-3201 or (608) 262-8167.

Biology. "Membrane Potential Tutorial," for Apple Macintosh. Requires "HyperCard." Tutorial explores membrane structure and permeability; the Donnan equilibrium, the Na/K ATPase pump, the Nernst Equation, and the Goldman Equation; \$29; quantity discounts available. Contact: Information, Department OARO, P.O. Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Grading. "Grade Aide," for IBM PC and compatibles. Spreadsheet lets instructors grade up to 20 students per class in different courses with different grading requirements; allows variable weighting for test scores and assigns letter grades from specified cut-off scores; prints final letter grades by code; \$25 for members; \$75 for others. Contact: WiseWare, Academic Computing Center, University of Wisconsin, 1210 West Dayton Street, Madison, Wis. 53706; (608) 543-3201 or (608) 262-8167.

Medicine. "Keyboard Pathology Series, Version 2.0," for Apple Macintosh. Requires "HyperCard." May require videodisk player. Four programs for classroom and reference: "Text-Speak," with full text of W. B. Shum-

der's *Robbins Pathologic Basis of Disease, Fourth Edition*, \$210; "GaleBank, Volume 1," with 2,500 questions and answers, \$210; "GaleBank, Volume 2," with 1,300 questions and answers, \$180; and "Videolinks," with commentary on 1,400 images from the University of Utah's "Slice of Life" videodisks, \$130; site licenses available. Keyboard Publishing Inc., 482 Northview Road, Suite 111, Blue Bell, Pa. 19422; (800) 945-5551 or (215) 678-2729.

Student services. "InfoQuest Services Software, Version 3.0," for Apple Macintosh or IBM PC and compatibles. Contains a package of four modules: "BookMate" lets students purchase used textbooks from other students; "KeyMate" assigns numbers to keys for lost-and-found purposes; "RideMate" matches students for carpools; \$425 for the first three modules; \$325 for "RideMate"; \$662 for all-site licenses available. Contact: Advantage International Inc., P.O. Box 17556, Tampa, Fla. 33683; (813) 977-5730.

OPTICAL DISKS

Government data bases. "Patient-View," for CD-ROM players used with IBM PC and compatibles. Contains full images of all pages issued by the U.S. Patent and Trademark Office; \$4,995 per year for two disks; one disk available 10 working days after the official Tuesday issue. Contact: Research Publications, 12 Lunar Drive, Dravos, AB, Woodbridge, Conn. 06535; (800) 336-5010 or (203) 397-2600.

Health. "Atlas Information and Education Worldwide," for CD-ROM players used with IBM PC and compatibles. Contains 15,000 pages of materials on AIDS from 300 publications from the World Health Organization, the Centers for Disease Control, state health departments, and others; \$250; updated annually. Contact: CN Resources, 118 West 74th Street, Suite 2A, New York 10023; (212) 580-2363.

Maths. "Tools for Multinomial," for CD-ROM players used with Apple Macintosh. Gives program developers tools for applications based on "HyperCard"; includes "HyperCard," Version 2.1, "HyperCard" toolkits, common driver, tools for audio and video; a collection of external commands and external functions; and more; \$39. Contact: Information, Department OARO, P.O. Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

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Section 2

February 5, 1992

OPINION

The Struggle for Feminist Purity Threatens the Goals of Feminism



The Arts: George Mason's "Mighty Wurlitzer" B4



End Paper: Feminism and the New Deal B64

Mélange
B2

Letters
to the Editor
B3, 6

Bulletin Board
B7-B3

By Daphne Patai
A NUMBER OF YEARS AGO I got the idea of putting together a volume with the title "Ideological Policing in Contemporary Feminism." The episodes leading to this intention were by now a bit vague in my mind, but they included stories told to me by feminist colleagues, for example about being criticized by other feminists for wearing make-up, for being heterosexual, for wanting a door put on an office and thus gaining some unsolicited privacy from the feminist staff members in the adjoining office.

In my own courses in women's studies, I have seen similar examples of intolerance among my students—eyes rolled to ceiling in exaggerated disapproval of a classmate's reference to her "boyfriend"; hostile criticisms by young women in sturdy aprons and pants of the "conventional" report of other women in the class; an urgent need to ferret out examples of latent unfeminist tendencies; a certain aggressiveness in displaying one's ideological credentials. Of course, there was surely just as much intolerance elsewhere in the university—antagonism, say, to lesbian students—but at least in my women's studies courses, I did not see that kind of hostility emerge. It was obvious that women's studies classrooms provided a safe arena in which interesting reversals of prevailing reality could take place. It didn't surprise me that, among young students at least, this might lead to excessive zeal.

All this, of course, was before the burning intellectual question of the day revolved around "political correctness."

I never wrote that book—and a major reason I didn't was that I couldn't decide how to write a critique of feminism that would not in some way hurt feminism and that would not automatically place me in the enemy camp. Despite opponents' assertions, feminist concerns had not had such resounding success in the world that I wanted to hazard a public critique. And the ease with which the charges of PC have been catching on shows that I was right to be wary of writing something that could be taken to support such charges.

But everything one tolerates that one shouldn't inevitably returns.

SO, TODAY, I am once again exercised over ideological policing within feminism. I am still worried about the best way to write about this subject without making my views useful to the opposition—the very real opposition that exists to feminism and to women's studies programs. Indeed, the difficulty in making up my mind about this dilemma is part of what motivates this essay. But its context is proven by the following concatenation of events:

On October 30, 1991, I published a commentary in these pages on "surplus visibility" and the stigma of minority status. In November, as responses to the article came in, I discovered that my argument apparently had led some people to assume that I must be black. Thus, I received a letter requesting that I contribute a brief life story to a book on blacks who had "made it" in academe. At the same time in my own women's studies program at the University of Massachusetts, I found myself called a racist because, as acting director, I had been unable to come up with extra money for an elective course on indigenous women that had been proposed by two Native-American graduate students. Simultaneously, I had used the last bit of money in our budget to finance a required course on the intellectual foundations of feminism, to be taught by a teaching assistant who happened to be white.

The same error was being made in both cases: identity politics—the assumption that a person's racial or ethnic identity and views are one and the same. If people found what I said sympathetic or useful to blacks, I must be black. If minority women were frustrated or disappointed by an advertisement for this essay, but its context is proven by the following concatenation of events:

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Continued on Following Page

The Struggle for Feminist Purity Threatens the Goals of Feminism

Continued From Preceding Page
ministrative decision, I, in my white skin, must be racist.

THE CONSEQUENCES of these two cases of mistaken identity were, however, vastly different. In the first case, I merely wrote to explain that I was white and hence not an appropriate candidate for a book on black academics. In the latter case, I tried to explain that "racism" had nothing to do with the events in question. This simple denial brought a storm down upon my head. I was told by a young black colleague that when a woman of color says she has experienced racism, she is the authority on that experience and cannot be challenged. More protests on my part—that this made any kind of discussion impossible—only made the situation worse, as memos and charges came from every direction. Every direction but one. Not one of my colleagues who clearly believed that the charges were absurd (and told me so privately) was willing to say so publicly.

I began to realize that we were confronting a new dogma sanctifying a reversal of privileges: Instead of the old privileges accompanying the status of "white," truth, righteousness, and automatic justification in the world of women's studies now reside with "women of color." As if in compensation for past oppression, no one now can challenge or gain any version of reality. What can be said for such a turnaround, of course, is that it spreads racial misery around, and this may serve some larger plan of justice, *sub specie aeternitatis*.

But this is hardly adequate for those who believe earthly justice must be pursued case by case and cannot be won by means that are themselves unjust. In this instance, however, the fates of the men were of no importance: Only identity counted. This, let me emphasize, was no misinterpretation on my part, for some memos actually did state that it was absurd for a white, tenured professor to claim she was being unjustly accused. By virtue of having a certain identity (white) and occupying a certain position (tenured), an individual would necessarily be guilty of whatever accusations a woman of color (or an untended other individual) might make against her.

Among my other offenses was an expression of concern at the way some of our students were using the term "Eurocentric" as a new slur: By dismissing an entire culture as "racist," they relieved themselves of the burden of learning anything about it. An administrator at my university told me of a student activist who heatedly said: "Do you know who's teaching Spanish in the Spanish Department? Spaniards! Nor do I take this merely as a joke; I have often wondered how soon it will be before someone suggests that my 'identity' (North American) should cause me to cease teaching classes in one of my areas of research, Brazilian women."

The situation that I describe is, alas, hardly unique. What adds to my distress is that it is not usually discussed. For another dogma of women's studies seems to be that our problems must not be aired. There are some good reasons for this reluctance, of course, given the experience with which opponents of women's studies might seize on any disagreements. But the consequences are nonetheless dreadful: a kind of siege mentality, in which demands for loyalty thrive and very little fresh air gets in. What does flourish in this confined atmosphere is a flaunting of correct postures, which everyone rushes to embrace, perhaps in an

effort to compensate for sexual, racial, or other identities that have been enlisted into question.

Thus, students in my course on utopian fiction by women wrote papers this past semester displaying attitudes that they apparently had learned were the appropriate ones in their various women's studies classes. A young white woman too shy to speak in class wrote repeatedly of having to come to terms with her status as a "white oppressor." A young man wrote that a novel he had read had taught him that his relationship with Mother Earth was one of rape and pillage; he now saw his rock collection in a new light. I wondered

"Part of what makes conflicts within feminist groups so unpleasant is surely the sense of fraud that accompanies familiar old ambitions dressed up in appropriate ideology."



whether he had intended this as parody—which would have been a more original response.

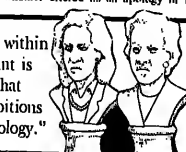
An extremely articulate student wrote eloquently (and without any apparent irony) about how, as a woman, she was silenced and lacked a language. And a white student who criticized a black writer's metaphorical use of the word "slavery" to describe a casual labor exchange was coldly told by another white student that it was not appropriate for a white person to criticize a black writer's metaphors. It is true, of course, that white society has historically oppressed black people, men have damaged the environment, and women indeed have been silenced, but these facts do not identify or personally justify everything they or their predecessors did. Identity politics is a dead end. We are neither right nor wrong because of "who we are," but only, as the feminist scholar Jenny Bourne wrote in an essay several years ago, because of what we do.

But why should identity politics not serve as another weapon for faculty members in a scarce job market and poor economy? Why not use this, too, in the scramble for the goodies of our profession—jobs, tenure, legitimacy? What is distressing is that this tactic is no feminist departure from the bad old ways of "white patriarchal hegemony," but a replication of those ways, pure and simple. Old forms, new contents. What feminism adds to it, however, is its own sense of moral superiority. Part of what makes conflicts within feminist groups so unpleasant is surely the sense of fraud that accompanies familiar old ambitions dressed up in appropriate ideology.

FEMINISM has played a major role in questioning canonical knowledge and standards. Should we be surprised, then, when on a women's studies search committee, one group's view that a particular candidate is poorly qualified is met by attacks on the very concepts of "qualifications," "standards," and "knowledge"? Feminism itself has provided the weapons to unleash this sort of self-destructive attack, which can be pursued *ad infinitum*. While particular criteria have been used in academia in the past to exclude certain groups, you cannot have a university without making judgments about people's expertise. The intellectual

and political questions posed by feminism were developed to challenge unfair stereotyping and exclusion of women, not to exempt them from evaluation.

PERHAPS "identity" must ill all the gaps left if such attacks prevail, however. For, as I have written previously, feminists today often engage in rhetorical maneuvers that are rapidly acquiring the status of incantations: "as a white working-class heterosexual" or "as a black feminist activist." Such trappings, which do nothing to change the world, carry their own aura of self-righteousness, whether offered as an apology or tax is



more often the case) deployed as a hedge. In their worst form, they lead to a veritable oppression sweepstakes. And it is not uncommon in women's studies programs, to hear someone's claim to identity in one category negated by a slur in another—as when a colleague commented to me disparagingly that a student in our program, ni-

more often the case) deployed as a hedge. In their worst form, they lead to a veritable oppression sweepstakes. And it is not uncommon in women's studies programs, to hear someone's claim to identity in one category negated by a slur in another—as when a colleague commented to me disparagingly that a student in our program, ni-

though she was Latin American, was "up per class."

Where will it end? My fear is that the search—and demand—for feminist purity (of both attitudes and identity) will eventually result in a massive rejection of the very important things that feminism, broadly speaking, aims to achieve. Today feminists who have the tenacity to criticize negative tendencies within feminism risk being automatically placed in the enemy camp, thus seeming to swell the ranks of opponents of progressive scholarship. A conservative group that may actually represent only a small number of people.

Marginalizing friendly critics will not advance the credibility of women's studies or other revisionist scholarship. Unfortunately, the situation I've described is not the first time that rigid factionalism has splintered leftist politics. The entire history of the left is replete with purges and divisions. What is more banal than that the powerless should turn against one another? When else can they effectively triumph?

Feminism is hurting itself with identity politics. Those of us who are feminists but who do not accept this simplistic stereotyping and ideological policing must speak up—in defense of feminism.

Daphne Patai is a professor of women's studies and of Portuguese at the University of Massachusetts at Amherst. She is co-author of *Women's Words: The Feminist Practice of Oral History* (Routledge, 1991).

MÉLANGE

The Psychology of Black Achievement; the Mystery at the End of the Universe

SUCCESSFUL BLACKS are first and foremost affirmed and empowered by a positive sense of racial identity. They fully understand that as blacks they will encounter obstacles, prejudices, and inequities, but they never view their race as the cause of the problem. They understand it is the pervasive reactions of others to the black race which constitute the deficiency. It is this essential recognition that grounds the thinking of achieving blacks, enabling them to successfully operate out of a "positive sense of blackness," a positive sense of who they are—and to gain a powerful measure of spiritual strength from the physical and psychological struggles that racism inevitably demands.

—Audrey E. Eke, editor-in-chief of *Black Success*, and Craig K. Polite, psychologist, in *The Psychology of Black Success*, published by Doubleday

IN HIS FAMOUS BOOK *A Brief History of Time*, Stephen Hawking begins by recounting a story about a woman who interrupts a lecture on the universe to proclaim that she knows better. The world, she declares, is really a flat plate resting on the back of a giant turtle. When asked by the lecturer what the turtle eats on, she replied, "It's turtles all the way down!"

The story symbolizes the essential problem that faces all who search for ultimate answers to the mystery of physical existence. We would like to explain the world in terms of something

more fundamental, perhaps a set of laws or physical principles, but then we seek some explanation for this more fundamental level too, and so on. Where can such a chain of reasoning end? It is hard to be satisfied with infinite regress. . . .

Is there a "supertheory" that stands at the base of the tower, itself unsupported? Can this supertheory somehow "support itself"? . . .

But there is a third possibility: a closed loop. . . . Not though such "loopy" systems may be, they inevitably fall short of a complete explanation of things, for one can still ask "Why loop exist at all?" or even "Why does any loop exist at all?" . . .

It seems to me that, as long as we insist on identifying "understanding" with "rational explanation" of the sort familiar in science, we will inevitably end up with turtle trouble: either an infinite regress, a mysterious self-explaining turtle, or an unexplained ring of turtles at the end of the universe. It may be, however, that there are other forms of understanding which will satisfy the inquiring mind. Can we make sense of the universe without turtle trouble? Is there a route to knowledge—even "ultimate knowledge"—that lies outside the road of rational scientific inquiry and logical reasoning? —Phil Davies, professor of mathematical physics at the University of Adelaide (Australia), in *The Mind of God: The Scientific Basis for a Rational World*, published by Simon & Schuster

OPINION

OPINION

LETTERS TO THE EDITOR

Political Correctness: Essential to American Values?

TO THE EDITOR: In his "historical" attack on democratic thought in contemporary America, "The Origins of PC" (Chronicle, January 15), John M. Ellis forgot a few historical precedents for political correctness. This one, for instance.

"To hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness."

These truths aren't self-evident; they're politically correct. In the late 18th century, they were the radical opinions of a small group of wealthy, middle-class men—opinions abhorred by political conservatives, who held it to be self-evident (as it had been for centuries, perhaps) that all men were created and accented by God for a given social station—i.e., unequal.

The notion that all men have inalienable rights was equally radical. The revered truth even in the 19th century—centuries after the Magna Carta—was that political "rights" were a thing that went to the stronger. The politically correct concepts of equality and universal civil rights were introduced into the Declaration of Independence were middle-class extensions (and accommodations) of the theological principle that all humans are equal before God and possess a right to eternal life in his presence.

The authors of the Declaration, the other radical, middle-class thinkers of the day, simply extended equality and rights from the afterlife to this life—from the eschatological to the political.

And how deeply entrenched the modern predicament—"truths" were then and remain today is evident, again, from history. When Jefferson and others said all men, they meant—or at least the political institutions they created seem to suggest they meant—white, land-owning males 35 years of age or older. Even those "politically correct" radicals found it difficult to extend their own principle of equality and universal inalienable rights to the entire population of the new country.

And the history of equality and civil rights in the United States alone—by definition a "politically correct" country, a nation conceived in political truths that had to be argued for,

legislated, and enforced—shows that conservative resistance to the "political correctness" of democratic thought has continued unabated to our day.

"The right to liberty had to be extended to blacks by Presidential proclamation in 1863. The right to vote was still being legally denied Southern blacks in the 1960s. Blacks' right to the pursuit of happiness continues to be jeopardized today through prejudicial treatment at the hands of employers, credit managers, landlords, retail sales personnel, and the like."

The right to vote was not extended to women (who were, after all, not explicitly mentioned in the Declaration, which promised equal rights to "all men") until 1919, and then by amendment to the Constitution. In 1923, women's equal rights were still perceived by a significant number of Americans as so jeopardized by discriminatory legislation that the Equal Rights Amendment was introduced in Congress, stating: "Equality of rights under the law shall not be denied or abridged by the United States, or by any State on account of sex."

This "politically correct" position would seem to be implied and required by the "politically correct" Declaration of Independence, but it did not pass the U.S. Senate until March 1972, and in 1982, after a three-year extension of the deadline, it failed to be ratified by a majority of the states.

Why do conservatives continue to resist the "political correctness" of equality and civil rights? Why do they do so in the name of "traditional American values?" (The values they might say be "traditional," but the traditions are medieval and were explicitly rejected by the founding fathers. Why do they attack democratic radicalism so fervently? "Traditionally" in America signifies that the truth history of American political correctness?

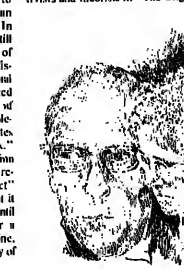
Can it be simply that democracy is politically correct in the United States as opposed to, say, Nazi Germany or the recently deceased Soviet Union, and political correctness is democratic—and these conservative thinkers are antimodelers? If so, the inalienable battle would be clarified more precisely by a little honesty on conservatives' part: Let them openly condemn equality and civil rights; let them forthrightly condemn the dem-

ocratic values on which this country was founded.

If not—if they do truly believe in traditional American values—the media battles would dry up and blow away if conservatives could stop, think, and ask themselves whether the multifarious values and other threatening "PC" positions they attack might not be essential to American democracy.

DOUGLAS ROBINSON
Professor of English
University of Mississippi
University, Miss

TO THE EDITOR: The dark line that John M. Ellis draws between academic social activists and theorists in "The Origins



of PC" seems to resemble the one usually drawn around the ivory tower of campuses by those in the so-called real world. Each line inhibits, rather than fosters, exchanges in . . . the marketplace of ideas. . . . Ellis identifies as "the root of the problem" the differing mind-sets of the polarized types he describes in his denigration of political correctness; he condemns the activists, in his view, for being interested only in winning, in imposing through political power. But how, in Ellis's terms, can anyone win a debate about "cultural relativism" or "celebrate ethnicity" to gain political power? In fact, what "game" is being held to whose head?

Such imagined struggles serve only to counter what Ellis claims as the only desire of the theorists, to engage in real debate. His descriptions perpetuate a dangerous substitution of theory for reality, a text-and-advocacy of disengagement of

theorists from the discussion if they find themselves to be among activists.

I seek here to break through the imaginary Ellis boundaries, because I am outside of academic but wholly dependent on it—on its theorists and activists—to stimulate intellectual discussion in all places, a court room.

Over the years, I and my legal colleagues and adversaries have been funded.

JOEL R. BENJAMIN
Associate Professor of History
Yale University
New Haven, Conn.

societies and the hegemony of institutionalized states over newly independent ones. He rests his assault on PC on a tradition of Western "self-doubt," explaining away rather than confronting contemporary power relationships.

Had Ellis taken the stance of the true theorist, one who is, as he puts it, "intrigued by the structure of arguments," he would have been aware that the structure of his own argument was that of an activist. The questions of domination in the current world will not be illuminated by counterpointing.

JOEL R. BENJAMIN
Associate Professor of History
Yale University
New Haven, Conn.

We may never know if de Soto camped here

TO THE EDITOR: The article on the efforts of Charles Hudson and his associates to track Hernando de Soto manages to give an impression that the historians have achieved a consensual status in the field ("16th-Century State Expedition Offers Scholars a Look at Earliest Encounters Between 2 Civilizations," December 18). This is far from being the case. While it is true that they have assiduously propagated their theories for a decade or more, it is as true that many historians (including myself) and archaeologists have exposed fundamental flaws in their operating methodology.

These include such practices as the almost exclusive use of translations; uncritical use of the sources for de Soto's expedition, as well as undue reliance on the least reliable of them, *Inca Garcilaso's La Florida del Ynga*; arbitrary and capricious decisions regarding dates and directions of travel; dubious inferences from the exiguous archaeological evidence, including numerous unproven site correlations; and an unwillingness to address openly any criticisms of their conclusions.

Their reliance on the "empty quarter" argument has been shown time and again to be misplaced. Moreover, the skeletal evidence from the King site, which is described as yielding "90-per-cent agreement," is in fact open to other interpretations that are at least as plausible, if not more so, than the one Robert L. Bakley advances.

It is probably true that we will never know with comfortable certainty that "de Soto camped here," but for the moment, it is reasonable to suggest that the route devised by John Reed Swanton over 50 years ago has as much epistemological standing as that now advocated by Hudson et al. In the meantime, it would be pity if there were a widespread impression that closure has been reached.

DAVID HENIGS
Professor of History
University of Wisconsin at Madison
Madison, Wis.

TO THE EDITOR: . . . I am neither an archaeologist nor an anthropologist, but I have followed a great deal of the discussion concerning de Soto's route and have published short articles on this subject.

In my opinion, this controversy has by no means been settled, as your story seems to imply. Charles Hudson has presented his views with vigor, but there remain many unanswered questions which militate against acceptance of his interpretation. His route reconstruction is

Continued on Page B6



"Look, Harvey, the only reason you're depressed is that you're letting yourself be bound by conventional standards. I think that writing 3,383 multiple-choice questions is a contribution to literature."



The restored 1925 Wurlitzer theater organ in George Mason University's Harris Theater can recreate the sounds of everything from trumpets to triangles to train whistles. The instrument has two manuals and about 900 pipes.

The Restoration of a 'Mighty Wurlitzer'

After extensive work, a 1925 theater organ is now installed at George Mason U.

By Lawrence Blumiller

ON THE PHONE, George R. Johnson, Jr., is spilling out facts about the Wurlitzer organ he restored and installed at the Harris Theater at George Mason University. Two manuals. Eight ranks of pipes—maybe 900 total. Built 1925. Heyday of theater organs. Started out playing for silent movies in the old Rialto up on Ninth Street in Washington. Cheaper to pay one organist than a pit full of musicians. Later accompanied gospel choirs in a black Baptist church for 20, 25 years. Owned now by the Potomac Valley Theatre Organ Society, which talked the university into offering the organ a home.

Mr. Johnson suggests a "cook's tour" of the instrument, and gives directions to meet him at his home—he's retired from the phone company, down in the basement of his own, down in the basement of the railroad and the furnace. The pipes are in another room, some lying sideways be-

cause the ceiling is so low. Movable boxes—called swell shades—are set in the pipe-chamber walls. A pipe plays at only one volume; if you want to hear "Chopsticks" louder, you open the louvers. If you want it louder still, you add more stops, so more pipes are playing.

"Wurlitzer built 2,234 instruments in the theater-organ category," says Mr. Johnson, sitting down at the console. "This is Nu. 815. About 65 per cent of them survive, but only 30 or 40 instruments are in their original locations."

"Historically, you start with a classic organ, a church organ," Mr. Johnson says, flipping down a stop tab marked Diapason and playing a few sedate bars of "O Holy Night." Diapason is the sound most people think of as belonging to organs.

"Now, with a theater organ you add Tremolo," he says, starting in on the *Cats* hit "Memories." He flips down the Tremolo tab above the top manual, and the familiar vibrato of a hundred soap-oper-

and of a fat flute." He flips another tab and the notes become rounder, fuller. "Organ enthusiasts like to say the Tibia adds size."

"The Vox Humana, that's supposed to represent the human voice," Mr. Johnson says. Another tab, a few more bars of Andrew Lloyd Webber. "Now, your tuned percussion." Off go Tibia, Vox Humana, Diapason, "Xylophone." Tib. Two more bars of "Memories," on a real xylophone somewhere in the pipe room. "Gluckenspiel." Tib. "Chrysoglutt." Tib. "C-H-A-R-I-S," he spells. "Kind of a harp sound." "Hook of the theme from 'Mr. Rogers' Neighborhood.'"

"Four traps," Mr. Johnson announces. "A real bass drum." *Bum!* "Cymbal." *Crash!* "Snare drum." *Rat-tat-tat-int-tat!* "Thunder." Sounds are coming faster than the pen can capture them. "Castanets," says Mr. Johnson. "Wood block." For a finale he lobs a few bars of "To Dream the Impossible Dream" drawn with a little of everything. The walls rattle.

All that, and Mr. Johnson's Wurlitzer is

only a Style B, which was sold for neighborhood theaters with a few hundred seats. Mr. Johnson says most theater organs were purchased off the shelf, as it were. The instrument at George Mason is somewhat larger—a Style T—although it's still not large by pipe-organ standards.

"The Capitol Theater, up in the National Press Building—now, that had 3,000 seats and a three-manual, 17-rank Wurlitzer. Radio City has two consoles, 58 ranks—they've got everything. There was a pretty standard order of adding ranks of pipes. Up at 15 ranks, for instance, they'd put in a piano. Played like a player piano. Now certain things are very scarce. Orchestral Oboe, for instance. And Musette—there were only six sets made. It's a reed, very nasal, an accompaniment that you wouldn't use by itself. A theater organ has a lot of color results, to give more brilliance."

Wurlitzer started building theater organs in 1915, Mr. Johnson says. In 1927, the peak year, the factory turned out an organ a day. Production ended in 1938. Wurlitzer wasn't the only theater-organ manufacturer, but it was the most famous: Mr. Johnson says movie-house ads often referred to a "Mighty Wurlitzer," even if the instrument in question had been made by Kimball or Moller. He adds that organists who accompanied silent movies usually worked without scores, improvising from scene to scene according to the dictates of the plot.

BY NOW Mr. Johnson is in George Mason's modern, 550-seat Harris Theater. He is climbing a stage-right ladder to a chamber crowded with pipes and the wind chests that activate the ranks and the individual pipes within them. Small pieces of felt and leather are everywhere, along with rolls of black electrical tape.

"Wurlitzer's workmanship is pretty nice," says Mr. Johnson, lifting out a Clar-

inet pipe to show off its solder joints. "They're real pipe makers." The organ's smallest pipe, as thin as a pencil, has a speaking length of about half an inch. The 16-foot Tubas, aver in the stage-left chamber, are so big they're folded like giant paper clips.

"This is a Violin," says Mr. Johnson, pulling out a pipe with a tiny wooden roller just under its mouth. "That's called a

Organists who accompanied silent movies usually worked without scores, improvising from scene to scene according to the dictates of the plot.

beard. It's part of the voice's art. The nicks in the mouth there are to speed up the attack."

"Dust and dirt affect the sound," he adds, pulling a dead bug out of the tae of another pipe. Changes in temperature and humidity are worse. If a pipe stops playing for one reason or another, getting to the problem—especially if it's inside a wind chest in the middle of the room—can be more difficult than fixing it. "It can take an hour to get to something, two minutes to fix it, and an hour and a half to put everything back," Mr. Johnson says.

On a wall opposite the pipes are some of the new electronic circuit boards that Mr. Johnson installed during the restoration, which he undertook as a volunteer and a member of the theater-organ society. "The original pneumatic relay was six feet square by two feet thick," he says. "Now all you have is a few boards a few inches thick."

After climbing back down the ladder, Mr. Johnson turns on the blowers that fill the wind chests and give the theater a just-palpable fullness familiar in the precincts of pipe organs. He rolls the console out of



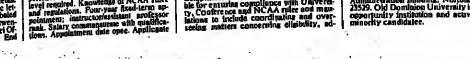
George Johnson, who restored the organ: "It can take an hour to get to something, two minutes to fix it, and an hour and a half to put everything back."

its backstage shed, trailing an orange-and-grey umbilical of finger-thick cables. At center stage, Mr. Johnson climbs onto the bench, surveys the stop tabs, and experiments with buttons that engage pre-set combinations. A few Diapason bars of "Memories" drift gently down, and then are suddenly louder and wonderfully overlaid with bells. He adds more stops, more volume. Then pedal stops—16-foot Bourdon pipes rumble beneath a melody carried on eight- and four-foot stops coupled together.

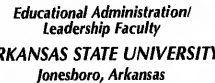
Truth be told, Mr. Johnson is showing off a bit. "Triangle," he says, holding down a key as a triangle sounds above stage left. "Kettle drum. Oogah-horn. Train whistle. Fire gong. Doorbell." It is impossible not to laugh. Coupler tabs allow him to sound pipes an octave apart from the same key, or to shift solo ranks down to the lower manual, normally reserved for accompaniment ranks, or even to the pedals. A "second touch" system lets him play one pipe on a key and then— for effect—press it down past an intermediate spring to add another pipe an octave lower. He demonstrates with a few ominous notes from *Phantom of the Opera*.

The university's symphony has used the organ once, Mr. Johnson says, but otherwise neither students nor faculty members have shown any interest in exploring its considerable potential. Sevepte times a year the theater-organ society offers public programs at the theater, sometimes with guest artists and usually with a few silent movies and maybe a sing-along session. Mr. Johnson says most of the people who come are senior citizens.

He doesn't play during the programs himself—he makes no claims about his musicianship. Even at home his playing "goes in spells," Mr. Johnson says. "I read well, but I don't memorize well." The real fun, he says, is in "working on it and letting somebody else play it."



BOARD: Positions available



1. *Journal of the American Medical Association*, 1997; 277: 1001-1005.

Figure 1. The effect of the concentration of the solution on the rate of the reaction.

1. *Journal of the American Medical Association*, 1997; 277: 1039-1043.

Figure 1. The effect of the number of trials on the number of correct responses. The number of correct responses was significantly higher for the 10 trials condition than for the 5 trials condition. Error bars represent the standard error of the mean.

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acting effectiveness, and speed.

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physiological emphasis. The curriculum is interdisciplinary, an effective 14 specialty area, and some of the following conditions: literary, scientific, and historical. The curriculum is interdisciplinary. Interest in interdisciplinary teaching and conduct of research in which students are encouraged to participate are essential. Ph.D. preferred and research for promotion and advancement to tenure. PhD considered. Teaching experience desirable. Listed in a five-year comprehensive collection in the liberal arts tradition. Provide list

End Paper

The Stolid Mothers and Brawny Workers of New Deal Art

THE NEW DEAL stands as the single example of a liberal American reform movement not accompanied by a resurgence of feminism. Instead, the strains of economic depression reinforced the containment of feminism that had begun after the winning of suffrage. As men lost their jobs, wage-earning women became the targets of public hostility and restrictive policy. One slogan exhorted, "Don't take a job from a man!"

A number of state legislatures and then the federal government passed the so-called married-person's clause, mandating that the civil service could employ only one member of a family; many women were dismissed under the rule. School boards often fired married women, deferring to the same assumption about the primacy of the male breadwinner. Meanwhile, social workers and public figures held women responsible for maintaining family morale; as Eleanor Roosevelt reminded her sisters, "It's up to the women!"

The New Deal brought a host of women to positions of new prominence in the federal government, but their policies were aimed at ameliorating women's condition rather than demanding sexual equality.

A marked shift in visual representation of women registered the changed tenor. In the 1910's and 1920's, the flapper and the

"Feminist—New Style" symbolized a younger generation of women. As journalist Dorothy Dunbar Bromley described that generation, young women were at once blithely indifferent to feminism as a political movement and eager to live out a version of female independence rooted in personal freedom. With the collapse of the overheated postwar economy, the youth culture that had sustained the postwar version of the New Woman seemed to disappear overnight.

In its place emerged a somber consideration of youth's stilted possibilities and a reaction against the consumption associated with youth culture, seen as a sign of the careless and wasteful excess of the 1920's. Heightened concern for family stability and conflict over women's paid work found cultural expression in a reaffirmation of traditional gender ideology. And, in turn, as the stolid mothers and brawny workers of New Deal art came to dominate public space, such representations themselves worked on audiences.

The text above is by Barbara Melosi, associate professor of English and American studies at George Mason University. It is excerpted from *Gendering Culture: Manhood and Womanhood in New Deal Public Art and Theater*, published by the Smithsonian Institution Press.



"SECURITY OF THE FAMILY," REYNOLD ROSE

PHOTOGRAPH BY BARBARA MELOSI

Hoping to solve some of the sky-rocketing mid-year tuition increases at Maine's public colleges, the state will offer \$3-million in no-interest loans to needy students.

The Maine Education Loan Authority will use about half of its \$4-million reserve fund to provide the emergency educational loans. The money will be lent to colleges, which in turn will lend the funds to students for up to one year.

The authority took the action after the University of Maine and the Maine Technical College Systems imposed tuition surcharges of about 15 and 10 per cent, respectively, for the spring 1992 semester. The surcharges were prompted by cuts in state support. Maine residents attending private colleges in the state are also eligible.

Richard H. Pierce, executive director of the authority, said it was surprised by not investing all of its money more liberally. "It's going to cost us a few dollars, but we think it's a good investment," he said.

A ruling by the California Superior Court that local tax increases must be approved by a two-thirds vote instead of a simple majority has raised questions about the legality of a proposed 1.5 per cent increase that would provide \$7-million for the College of San Francisco.

The increase last year, but the measure was divided about 2-2. It has been invalidated by the court.

In keeping with a trend of lawmakers' demanding to know more about what colleges do, Gov. Caroll A. Campbell, Jr., is expected to sign a bill that would require the South Carolina Commission on Higher Education to submit an annual report on the performance of the state's students and colleges.

The bill, which has passed both houses of the General Assembly, requires the commission to submit a first report by next January. The report will include the proportion of students who complete undergraduate and graduate programs, the student retention rate, the job-placement rate for graduates, the proportion of students enrolled in remedial programs, and the proportion of students who successfully complete entry-level college courses.

In addition, the commission is being asked to determine the proportion of lower-division courses taught by full-time and part-time faculty members, changes in enrollment rates of minority students, and the number of students who transfer from technical colleges to four-year institutions.

The bill prohibits the commission from disbursing state appropriations to institutions that do not submit the required information.

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Government & Politics

Auditors Say Research Universities Charged U.S. \$350-Million Too Much for Indirect Costs

More abuses reported to Congress, but some institutions claim misrepresentation

By GOLDIE BLUMENSTYK

WASHINGTON

Research universities have collectively overcharged the government at least \$350-million in recent years, federal auditors told a Congressional panel last week.

That figure includes questionable costs charged to the government that were discovered in audits conducted by three separate federal agencies over the past several months at dozens of research universities across the country.

The inquiries examined the charges that universities made to the government for the indirect costs of research. The federal government reimburses universities for such expenses as utilities and the cost of running libraries that universities incur while conducting federal research, but are not tied to any one federal research project.

\$11,295 for St. Patrick's Day Party

Over the last year, and again at last week's hearings, government officials have revealed a list of charges at universities that appear to have nothing to do with research. Auditors said that Syracuse University, for example, had collected reimbursement from the government for a portion of an \$11,295 St. Patrick's Day party.

The audits cover varying time periods and involve different aspects of the institutions' financial record keeping. Nonetheless, Rep. John Dingell, the Michigan Democrat who chaired the hearing, said the latest findings proved that the spending abuses attributed to Stanford University last year were not an anomaly.

Mr. Dingell, the driving force behind Congress's investigation, said he was dismayed by "the depth and breadth of the



The GAO's J. Dexter Peach: The vagueness of the rules "invited opportunistic interpretations," and universities used that "to reach for all they could receive."

indirect-cost abuses of universities," and by the "active disregard" for government rules and taxpayers' money shown by many institutions.

Mr. Dingell and the auditors also acknowledged that vague regulations and a decade of lax oversight had contributed to the situation. "The problem of unallow-

able costs being charged to the government is systemic," said J. Dexter Peach, an assistant comptroller general at the General Accounting Office, the investigative arm of Congress.

The vagueness of federal rules governing how indirect costs could be recovered

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NIH Releases Draft of Organizational Plan for the Agency's Future

By STEPHEN BURD

BETHESDA, MD.

The National Institutes of Health last week launched a process of developing a "strategic plan" for the agency.

NIH officials released a draft of proposed objectives for the NIH and general principles for carrying out the plan. The draft will be used as a starting point by scientists who will attend a series of meetings to map the future of the institutes.

The first meeting will be held this week in San Antonio.

The NIH has never had an overall strategic plan, and all priority setting has been conducted on an institute-by-institute basis.

The draft includes five objectives for the entire NIH:

- To assure that critical technologies in basic biology that have an effect on human health and the national economy—such as molecular medicine, biotechnology, vaccine development, and structural biology—are advanced as priorities across the NIH.
- To strengthen the capacity of the bio-



NIH's Bernadette P. Healy: "What we just focus on the number of grants we're awarding, we look like an entitlement agency for scientists."

medical and behavioral research enterprise to respond to emerging public health needs by focusing on such areas of science as basic biology and the environment, neuroscience and behavior, childhood health and mortality, reproductive biology and development, prevention, health education, and disease control, population-based studies, chronic and recurrent illness and rehabilitation, aging, and the health of women, minority groups, and underserved populations.

- To provide for the renewal and growth of intellectual capital essential to the biomedical research enterprise.

- To secure the highest return on the public's investment in the enterprise.

- To continually earn the public's confidence in carrying out the NIH mission.

An Enticing Argument

NIH officials have reportedly been criticized within the Bush Administration for using the plan as a way to demand more money for the NIH.

At a press conference about the plan,

Continued on Page A33

BUDGET

Total Budget Gain for Academic Research and Development Is 5%, but the Share for Health Institutes Disappoints Scientists

By COLLEEN CORDES
and STEPHEN BURD

WASHINGTON
Federal spending on academic research and development would increase by about 5 percent in fiscal 1993, totaling about \$11.5-billion, under the budget President Bush proposed last week.

Proposals for science programs varied widely. Scientists were enthusiastic about the large increase the President requested for research at the National Science Foundation, but disappointed by the relative modesty of his plan for the National Institutes of Health, the largest source of federal funds for academic research.

Higher-education officials said the total budget request for academic science was encouraging, given the recession and the tight limits on federal spending. Still, it represents only slightly more than an increase for inflation, which the Administration has projected at 3 percent for this year.

"We need to bear in mind that the average person out there is going through a tough time right now," said Steven Beckham, director of federal relations at the University of South Carolina. "So I don't want to appear overly greedy and say it's not enough. But investment in scientific research in our universities is going to play a major role in our economic recovery."

Highlights of the President's proposal for science and technology include:

- Growth of about 19 percent in the National Science Foundation's research budget, and a reduction of about 1 percent for the foundation's education office.

- An increase of about 4.9 percent for the National Institutes of Health.

- Substantial infusions for some big science and technology programs, including an increase of 34 percent for the Superconducting Supercollider and an 11-percent increase for the space station.

- For grants to individual researchers, increases of about 17 percent at the NSF, about 7 percent at the Department of Health and Human Services, and about 11 percent at the Department of Energy.

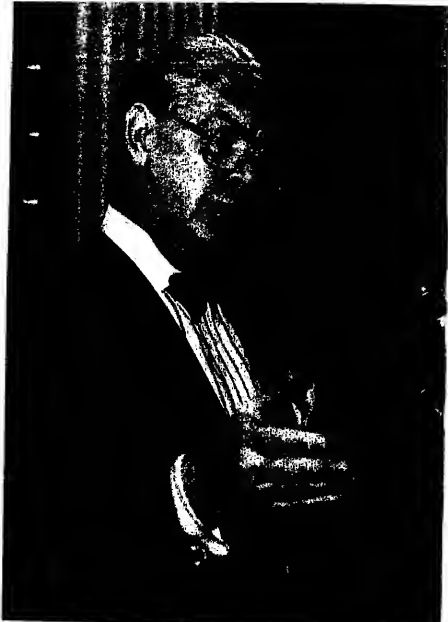
- An increase of 3 percent for basic research at the Department of Defense, even as overall military spending is reduced.

- Relatively small increases in total spending on agriculture research, but a 53-percent increase in the Agriculture Department's competitive research program.

- An emphasis on five Presidential initiatives coordinated across agencies—advanced computing, global environmental change, microelectronics and science education, biotechnology, and the creation of advanced materials.

Commitment to 'Small Science'

In the past, proposals for large increases for big science and technology projects triggered complaints from scientists that the extra money would come at the expense of the grant programs that benefit individual researchers. But D. Allan Bromley, the President's chief science adviser, last week emphasized the Administration's commitment to "small science" and pointed to the increases it had requested for grants to individuals at the science foundation, Health and Human Services, and the Energy Department.



D. Allan Bromley, the President's chief science adviser, says the Administration is committed to helping "small science."

Mr. Bromley added: "These individual investigators remain the heart and backbone and strength of American science and technology."

Some science-policy experts agreed that the Administration's proposal struck a better balance between big and small science and technology projects this year.

But they said the debate might boil up in Congress again this year. Lawmakers unwilling to make the cuts the President called for in other programs will be looking for dollars to trim from his science and technology proposal. And massive projects like the supercollider, which involve large numbers of jobs and powerful political constituencies, are always harder to cut than support for individual scientists, the experts said.

Mr. Bromley himself added that the increases proposed for academic science would not be enough "to remove totally the pain" being felt on the campuses because federal support has not kept up with an increase in the number of researchers seeking aid.

Some university representatives suggested that the Administration's efforts to protect both big projects and grants to individuals had resulted in troubling shortfalls for a third year of program—the kind that helps institutions and scientists build their capacity to conduct quality research. The

most prominent example, they said, was the absence of any competitive program to renovate campus research facilities.

Following are the proposals for specific agencies:

The National Institutes of Health. Many biomedical researchers and lobbyists said they were angry that the Administration has requested the NIH to be financed below the rate at which the costs of biomedical research are rising. But others argued that fiscal constraints this year had forced the Administration to choose between competing priorities that were all valuable.

Fewer Grants From NIH

For NIH, the budget called for an overall increase to \$9.4-billion, from \$9-billion. The increase for grants to individuals would be about 7 percent, to \$5.3-billion from \$4.9-billion. While NIH would support 22,132 grants altogether—a record number—it would actually be financing fewer new ones in 1993 than in 1992. The budget would allow NIH to support 5,800 new grants next year, around 200 fewer than in fiscal year 1992.

Said David B. Moore, the assistant director of governmental relations at the Association of American Medical Colleges: "The request barely covers inflation. And in some very important areas, it

does not come near the inflation rate," he said.

To many, the most disappointing part of the NIH budget was that it would keep financing flat for research centers, research training, and clinical drug trials, said Moore: "At a time that we are trying to attract more young people into science careers, the Administration is shutting down training."

The budget calls for a 1.1-percent increase for the National Cancer Institute and a 4-percent increase for AIDS research. AIDS research will get \$375 million up \$32-million from fiscal 1992 and reportedly requested \$1.3-billion for AIDS.

Cancer and AIDS researchers complained about the budget plan. Michael Colvin, a professor of oncology and medicine at the Johns Hopkins University, said:

"It is a disappointment we don't see more in the entire NIH budget and that cancer this year is not keeping pace with what we see in the time when there are many opportunities for cancer therapies and prevention, as biological targets to examine and exploit."

Said June E. Osborn, the chairman of the National Commission on AIDS and dean of the School of Public Health at the University of Michigan: "It's an awful shame to be decreasing real dollars at a time when the AIDS epidemic is exploding and when there is a great deal of good research proposed that can't be done with limited resources."

'Got to Take a Longer View'

At a Department of Health and Human Services briefing, Secretary Louis W. Sullivan said that increases for research on diseases like cancer and AIDS might be small next to those for projects like the supercollider and the space station. But he said: "You've got to take a longer view. You have to look at where the programs are in their developments. Cancer received a massive infusion of funds in the 1970's, and AIDS got a large infusion in the 1980's. The Administration has been very responsive to these diseases, and now the results are beginning to pay off."

National Science Foundation. The budget for the foundation's activities would go up by about 13.5 percent, to a total of \$3.04-billion. That figure includes money for the foundation's Antarctic program in fiscal 1992 and 1993 from the Department of Defense.

"I can only say that I hope in the future the news is always as good as it is this year," said Walter E. Massey, the NSF director, at a briefing last week. Scientists were particularly excited about the plan for research spending to go up by about 19 percent. They pointed to past years in which the foundation's total budget grew faster than its spending on research.

For the first time in several years, however, support for the education office would be reduced, by nearly 1 percent. Mr. Massey pointed to the office's rapid growth in recent years and said it would concentrate next year on consolidating the gains it had made. Congress, however, has been eager in the past to increase support for science education and somewhat skeptical of the agency's own commitment to it. Lawmakers probably will insist on higher levels for the office's budget.

Department of Defense. Spending for the Pentagon's basic research would increase by about 3 percent. Mr. Bromley, the President's science adviser, said he regretted that the increase was not larger. Researchers, however, were relieved

Government & Politics

At the numbers for military research and development, given the pressure to

cut, the numbers for military research and development in response to the end of the cold war. Over all, Defense Department support for academic research and development would rise by about 2 percent, to a total of about \$1.445-billion.

Department of Energy. Sharp reductions in nuclear-weapons production, made possible by the end of the cold war, would allow the agency to shift a greater proportion of its resources next year to civilian research.

Support for research on conservation and renewable energy, for example, would increase by 15 percent, to \$380-million, reflecting the President's commitment to reduce the country's dependence on imported sources of oil, officials said.

Funds for construction of the Superconducting Supercollider, a subatomic-particle collider being built near Dallas, would rise 34 percent—to \$650-million—to keep the \$2.2-billion project on schedule. It is due to be completed by the end of the decade.

Commitments From Overseas

Energy Secretary James D. Watkins said his department planned to receive an additional \$133-million for the project from the State of Texas next year and expects commitments this summer totaling \$100-million from four countries—Canada, India, South Korea, and Russia. He said the agency also expected to determine by April the nature of Japan's contributions—

which will probably come in the form of equipment donations.

Basic-energy sciences would increase 6.4 percent, to \$814-million. Fusion-energy research programs, which experienced little growth in recent years because of cuts and deferrals in large projects, would rise 6.8 percent, to \$360-million.

Recognizing the importance of "little science," the agency would provide a \$40-million increase in support next year specifically for research by individual investigators and small groups of researchers at universities.

Mr. Watkins, in a theme he continued from last year's budget briefing, complained that more money would have been available in the budget for other worthy research efforts if Congress had ended its yearly practice of slipping "pork-barrel" projects into his agency's appropriations bills to benefit the constituents of powerful lawmakers.

"We hate to see jobs generated out of research," he said, adding that \$141-million for such projects had been included in his agency's appropriation for fiscal 1991 and \$117-million for fiscal 1992. High-performance computing and communications. Nine federal agencies are assisting in the effort to develop advanced computer and networking capabilities and boost research and development in those fields. The program, now in its second year, received a Congressional appropriation of \$655-million in fiscal 1992, and the President has proposed an increase of nearly 23 percent.



NSF's Walter E. Massey, "I can only say that I hope in the future the news is always as good as it is this year."

The budget calls for spending \$176-million next year for the development of better hardware for new computers, and devices that will make present computers more efficient. About \$346-million would be spent to develop better and more affordable software that would enable computers to perform common functions much faster.

An additional \$133-million would be spent on the National Research and Education Network, a high-speed communications link that would allow research facilities, educational institutions, and government agencies to move vast quantities of data in seconds.

About \$156-million would be spent on basic research and human resources, developing new techniques for using high-performance computers, and educating more people about their use.

National Aeronautics and Space Administration. NASA would receive a modest increase in its overall budget, rising only 4.5 percent to \$14.9-billion. But research-and-development activities, within the agency would increase 12.8 percent, to \$7.7-billion.

Much of that increase would go to the space station Freedom, a project many space scientists had asked Congress to eliminate, arguing that it was of little value to science. While the space station would see its budget rise 10.8 percent, to \$2.25-billion, projects of interest to scientists would also receive healthy increases.

Astronomy and Life Sciences

Support for the Advanced X-Ray Astrophysics Facility, a top priority for many astronomers, would increase 15 percent, to \$174-million, while physics and astronomy programs in general would rise 6.8 percent, to \$1.1-billion. Life-sciences research would increase 19 percent, to \$177-million, but planetary-exploration programs would decline by 9.6 percent, to \$487-million. That decrease is due largely to the completion of the Mars Observer, a

spacecraft scheduled to be launched later this year.

Agriculture Department. The Bush Administration is keeping its promise to add \$55-million a year to the National Research Initiative. The competitive-grants program has a proposed budget for 1993 of \$150-million—a 53-percent increase.

Nutrition and Soybean Research

In 1991, about 74 percent of the program's budget was used to support basic research, and about 11 percent was directed toward attracting new scientists into high-priority areas in agriculture research. The proportion of support for those programs is expected to be the same in 1993. However, the federal government is placing increased emphasis on nutrition research and on research to develop alternative uses for agricultural products, such as using soybeans to create biodegradable plastics.

On the other hand, the Bush Administration once again has proposed eliminating funding for Congressional earmarking of funds for pet projects. The result is a proposed \$416-million budget for the Department of Agriculture's Cooperative State Research Service—a 18.2-percent decline from the current estimate of \$508.9-million for 1992.

Research on global change. Support for research related to global change would increase to \$1.37-billion—a 24-percent increase over 1992. The largest increase is a 225-percent rise in support for the economics component of the program.

Economists have complained that they had difficulty obtaining significant support for estimating the economic impacts of climate change. But for 1993, President Bush is proposing a sharp increase in support—rising from \$4-million to \$13-million.

Mary Crystal Cage, Kim A. McDonald, and David L. Wilson contributed to this article.

Spending for Humanities Would Go Up 6.3%, but White House Would Hold the Line on Arts

By STEPHEN BURD

WASHINGTON
The Administration has asked for a 6.3-percent increase for the National Endowment for the Humanities for fiscal 1993. But for the second year in a row, the appropriation for the National Endowment for the Arts would be unchanged.

Under the plan, the humanities endowment's budget would increase to \$187.6-million.

NAH Chairman Lynne V. Cheney said in a statement: "The new funds will allow NAH to promote national progress in humanities education, research, and preservation, and to advance the study and public understanding of history, literature, foreign languages, and other humanities disciplines in this country."

\$800,000 for New Program

The endowment's increase includes \$800,000 for a new grant program, NAH with the National Science Foundation and the Fund for the Improvement of Postsecondary Education, to support curricular projects in higher education that integrate the humanities and the sciences.

The Administration also asked for \$16-million for the Challenge Grant Program, which provides money for general support

for universities and scholarly groups. The Challenge Grant Program took an 18-percent cut in fiscal 1992 and, as a result, Stephen Cherrington, the director of planning and budget at the endowment, warned that the agency might have had to cancel an entire round of Challenge Grant awards for 1993 if it did not get at least \$16-million for the program in fiscal 1993.

The arts endowment's budget would remain at its present level, \$175.96-million. The agency has been the subject of controversy for the past three years as lawmakers and arts advocates battled over restrictions on the types of art that the federal government should support.

Humanities advocates said last week that they were pleased by the NAH budget request, but worried about the impact on the rest of the level request for the arts endowment.

"The huge disparity between the arts endowment and the humanities endowment will be problematic," said John Hammer, the director of the National Humanities Alliance. "Congress, in working with the Administration's budget, will probably focus more on the non-increase for the arts endowment. The emphasis there will make it more difficult to address the other budgets creatively."

BUDGET

At a Glance

COMPARED WITH FISCAL 1992

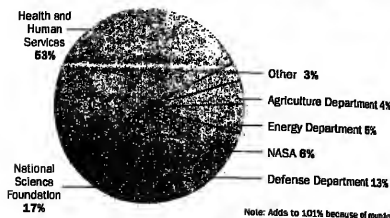
EDUCATION DEPARTMENT:

Pell Grants	+22%
Supplemental Grants	-38%
College Work-Study	-26%
Stafford Student Loans	+25%
Aid to black colleges	+9%
International education	No change
Education research	+62%
State student aid	-100%
Office for Civil Rights	+15%
Vocational education	-4%
FIPSE	-7%

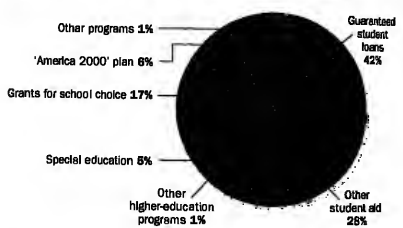
OTHER AGENCIES:

NIH	-5%
AIDS research	-24%
NSF research	-19%
NSF education	-19%
Cooperative extension	No change
DOE basic research	-1%
Superconducting Super Collider	\$2.9 billion increase
NASA research and development	-13%
National Endowment for the Humanities	-1%
National Endowment for the Arts	-1%
National Archives	-1%
USIA educational and cultural exchanges	-1%
Non-profit postal subsid.	-1%

A \$14.5 billion increase in research in FY 1992



A \$2.9 billion increase for the Education Department



In the Department of Education

	Fiscal 1991 actual	Fiscal 1992 estimate	Fiscal 1993 request
Student assistance			
Pell Grants	\$5,374,200,000	\$5,460,000,000	\$5,637,600,000
Supplemental Grants	520,000,000	577,000,000	358,000,000
College Work-Study	595,000,000	615,000,000	454,000,000
Income-contingent loans	4,900,000	4,900,000	6,000,000
State Student Incentive Grants	64,000,000	72,000,000	0
Perkins Loans	156,000,000	156,000,000	15,000,000
Stafford Student Loans	4,619,500,000	4,619,500,000	6,048,100,000
Paul Douglas Teacher Scholarships	14,800,000	15,000,000	15,000,000
Graduate support			
Peterson Roberts Harris graduate fellowships	17,600,000	17,600,000	0
Robert C. Byrd honors scholarships	9,300,000	9,600,000	9,600,000
Jacob K. Javits fellowships	7,800,000	6,000,000	0
Peterson Roberts Harris public-service fellowships	3,200,000	3,200,000	0
Minority postdoctoral graduate fellowships	6,000,000	6,000,000	0
Areas of National Need fellowships	24,900,000	28,000,000	0
Postsecondary education			
Developing Institutions	86,500,000	111,700,000	121,700,000
Aid for historically black colleges	17,500,000	7,500,000	7,500,000
Endowment challenge grants	87,800,000	87,800,000	87,800,000
Institutional support	13,200,000	14,000,000	16,000,000
Cooperative education			
Facilities			
College-housing and academic-facilities loans	37,700,000	3,800,000	3,800,000
Interest-subsidy grants	20,400,000	19,400,000	18,600,000
International education	34,700,000	40,000,000	40,000,000
Law School Clinical Experience	5,800,000	6,000,000	0
Veterans' Education Outreach	2,700,000	2,700,000	0
Other programs			
Gifted/vocational training	2,900,000	3,000,000	0
Training grants	36,100,000	36,000,000	35,400,000

Government & Politics

Government & Politics

Proposed 1993 Spending on Colleges, Students, and Scientific Research

	Fiscal 1991 actual	Fiscal 1992 estimate	Fiscal 1993 request
Library resources			
Research libraries	\$5,900,000	\$5,900,000	\$0
Academic and demonstration	300,000	300,000	0
College library technology grants	3,900,000	8,400,000	0
Aid to disadvantaged students			
College and migrant programs	2,000,000	2,900,000	2,300,000
Legal training for the disadvantaged	2,900,000	3,000,000	3,000,000
Early Institutions Sciences	5,900,000	6,000,000	6,000,000
Programs for disadvantaged students	343,600,000	365,200,000	417,000,000
Research and development			
Education research	64,700,000	71,000,000	115,000,000
Education statistics	44,300,000	47,300,000	63,600,000
Research for the handicapped			
National Institute on Disability and Rehabilitation Research	58,900,000	61,000,000	68,400,000
Research and development	20,300,000	21,000,000	21,000,000
Research development	69,300,000	69,800,000	69,800,000
Rehabilitation training	33,400,000	36,700,000	36,700,000
Rehabilitation programs	8,600,000	9,000,000	9,000,000
Research for the elderly			
Older Americans Resource Center	240,800,000	287,300,000	303,800,000
Older Americans	866,500,000	950,000,000	990,500,000
Teacher training	218,500,000	253,500,000	261,200,000
Office for Civil Rights	48,400,000	53,800,000	61,400,000
Programs for education, prevention at colleges, schools	00,900,000	62,100,000	72,100,000
Fund for the Improvement of Postsecondary Education	14,800,000	15,000,000	16,000,000
Robert L. Taylor Library Corps	5,400,000	5,400,000	0
Research educational equity	2,000,000	500,000	0
School, College, and University Reimburse	4,200,000	4,200,000	4,200,000

In Other Federal Agencies

	Fiscal 1991 actual	Fiscal 1992 estimate	Fiscal 1993 request
Health research			
National Institutes of Health	\$1,712,671,000	\$1,951,541,000	\$2,010,439,000
Cancer Institute	1,125,985,000	1,191,500,000	1,245,396,000
Institute of Dental Research	148,702,000	159,240,000	166,742,000
Institute of Diabetes, Digestive, and Kidney Diseases	615,990,000	662,676,000	699,609,000
Institute of Neurological and Communicative Disorders and Stroke	542,325,000	561,647,000	615,190,000
Institute of Allergy and Infectious Diseases	905,005,000	960,914,000	1,010,845,000
Institute of General Medical Sciences	761,283,000	619,134,000	662,069,000
Institute of Child Health and Human Development	478,998,000	518,724,000	546,238,000
Eye Institute	253,445,000	270,300,000	285,133,000
Institute of Environmental Health Sciences	240,835,000	252,031,000	261,513,000
Institute on Aging	323,612,000	363,611,000	407,284,000
Institute on Alcoholism and Related Disorders	193,466,000	203,913,000	214,928,000
Research Resources	335,808,000	314,951,000	330,231,000
Center for Nursing Research	39,909,000	44,970,000	46,568,000
Institute of Developmental Disabilities	134,971,000	149,302,000	157,361,000
Center for Human Genome Research	87,397,000	104,876,000	110,426,000
International Center for Genetic Engineering and Biotechnology	17,519,000	19,000,000	20,727,000
Library of Medicine	91,407,000	99,323,000	108,662,000
Adult research, education, and prevention	6,277,000,000	6,936,000,000	9,377,000,000
National Science Foundation			
Research and exploration	36,758,000	33,000,000	33,000,000
Research	1,693,661,000	1,857,000,000	2,211,600,000
Science and engineering education	321,962,000	463,000,000	476,600,000
Archaeological programs	175,067,000	153,000,000	177,000,000
Total, National Science Foundation	2,343,469,000	2,684,500,000	3,041,000,000

	Fiscal 1991 actual	Fiscal 1992 estimate	Fiscal 1993 request
Department of Agriculture			
Cooperative research	\$162,300,000	\$168,800,000	\$168,800,000
Hatch Act support	34,500,000	37,600,000	39,900,000
Payments to black colleges	62,600,000	74,500,000	26,500,000
Special research grants	73,000,000	97,500,000	150,000,000
Competitive research grants	5,500,000	5,500,000	0
Animal health research	454,300,000	508,900,000	416,000,000
Total cooperative research	398,500,000	419,300,000	417,300,000
Department of Defense			
Basic research	1,125,379,000	1,169,800,000	1,203,000,000
University Research Initiative	230,711,000	226,371,000	99,900,000
Strategic Defense Initiative	2,890,000,000	4,145,001,000	5,427,074,000
Department of Energy			
General science	1,138,761,000	1,472,469,000	1,652,684,000
Superconducting Supercollider	265,045,000	404,413,000	650,000,000
Basic energy sciences	705,800,000	714,700,000	613,100,000
Environmental Protection Agency			
Research and development	250,552,000	325,500,000	343,500,000
National Aeronautics and Space Administration			
Research and development	6,500,966,000	7,410,069,000	8,381,445,000
Space station	1,931,306,000	1,986,786,000	2,238,945,000
Health research and training			
Alcohol, Drug Abuse, and Mental Health Administration	982,000,000	1,058,000,000	1,121,000,000
Centers for Disease Control			
Occupational safety, health	97,000,000	104,000,000	85,000,000
Health professions education			
Exceptional-need scholarships	9,759,000	9,748,000	11,429,000
Aid to disadvantaged students	30,817,000	30,723,000	37,531,000
Primary care and family medicine training	70,129,000	70,129,000	0
Nurse training	58,624,000	59,979,000	4,142,000
Total, health-professions education	258,936,000	290,615,000	95,741,000
Health Service Corps			
National Health Service Corps scholarships and loan repayment program	48,795,000	58,733,000	65,063,000
Medical facilities guarantees and loans	20,000,000	16,800,000	15,600,000
Area health-education centers	19,237,000	19,173,000	0
Other health research			
National Endowment for the Humanities	16,047,000	18,089,000	21,000,000
Education programs	16,214,000	18,366,000	18,000,000
Fellowship programs	22,937,000	25,670,000	25,000,000
Public programs	18,503,000	19,254,000	19,250,000
Research programs	28,858,000	27,546,000	28,500,000
State programs	18,852,000	22,118,000	24,000,000
Office of Preservation	15,070,000	12,392,000	18,000,000
Challenges grants	11,937,000	12,636,000	14,000,000
Treasury matching grants	167,276,000	176,965,000	187,059,000
Total National Endowment for the Humanities	174,081,000	176,955,000	176,855,000
National Endowment for the Arts	25,963,000	26,999,000	29,000,000
Institute of Museum Services	138,217,000	152,143,000	165,045,000
National Archives and Records Administration			
Commission on Civil Rights	7,075,000	7,169,000	9,415,000
Equal Employment Opportunity Commission	201,927,000	210,271,000	242,845,000
Corporation for Public Broadcasting			
Veterans' educational benefits	298,870,000	327,280,000	318,636,000
Veterans' educational benefits	662,463,000	677,883,000	681,414,000
Peace Corps	190,685,000	206,024,000	223,721,000
U.S. Information Agency	173,181,000	184,232,000	200,000,000
Educational and cultural exchanges	472,988,000	470,000,000	122,000,000
Postal subsidies for non-profit organizations	55,700,000	50,600,000	0
Small Business Development Centers			

* President Bush proposed that these programs receive no money, but he also proposed the creation of new programs to encourage the purposes of these programs.

BUDGET

Bush Wants to Restore Tax Benefits for Gifts of Tangible Property, Student-Loan Interest

by SCOTT JASCHIK

President Bush proposed last week that Congress restore two tax breaks eliminated in 1986, that would benefit colleges.

One would allow charitable deductions for all gifts of tangible personal property. College officials predicted that the restoration would prompt many wealthy individuals to make gifts of real estate or stocks and bonds to higher education.

The restoration would come with a condition, however. Non-profit groups would have to file a report with the Internal Revenue Service on each donation in excess of \$500. College officials were divided about whether the reporting requirement would hinder fund raising.

The other proposal was a deduction for interest on student loans. Financial-aid officers said that restoring the deduction would be of particular help to parents considering whether to borrow money to finance a child's college education.

Both tax breaks have strong Congressional support, and the President's proposals stand a good chance of being enacted into law. In past years, efforts to pass bills to restore the tax breaks have floundered, in large part because money would have had to be found elsewhere in the budget to pay for the provisions—something that would not be necessary this year since the tax breaks are in the President's proposal.

A Serious Disincentive

Colleges say the loss of the tax break for gifts of appreciated property has decreased the number of donations they have received. Vanderbilt University, for example, calculated that in 1986, the last year for which the old tax break was in place, individuals provided more than \$13-million in gifts of appreciated property to the university. Since then, the university has never received more than \$7-million a year in such gifts.

Said Jeff Cnrr, vice-chancellor for university relations at Vanderbilt: "The tax has been a serious disincentive for gifts of appreciated property. And that's a problem, because the capital campaigns of colleges are heavily dependent on larger gifts that often come in the form of appreciated property."

Nan Nixon, director of government relations at Harvard University, said that it was particularly important to have the tax break restored in the current economic climate. During a recession, she said, donors need a full range of ways to give to colleges.

Two years ago Congress restored the tax break on gifts of art, and college museums have already seen major increases in the numbers of donations. The President's proposal would expand that tax break to cover all appreciated property.

While applauding the President's plan, some development officials said they were worried about the reporting requirement. One, who asked not to be identified, said many wealthy individuals do not like to provide information about themselves to colleges or anyone else. The official also said colleges needed to be able to offer anonymity to donors.

"There are a lot of questions about this," the official said.

Sheldon E. Steinbach, general counsel

for the American Council on Education, said he was concerned that the reports might become public records. Generous donors "might then be lounded by other charities," he said.

Mr. Steinbach added, however, that he had no problem with the idea of colleges' providing information to the IRS, since the President's proposal is designed to identify those who are misrepresenting their donations.

"One would be hard pressed to argue that we shouldn't cooperate in preventing fraud," he said.

A spokesman for the Treasury Department said officials there did not yet know the specific requirements that would be placed on charities for reporting gifts, or whether those reports would become public records.

New Proposal on IRA's

College officials widely applauded the President's proposal to restore the tax break on student-loan interest, but some said it would not make a difference to many students. They noted that many of those who graduate from college with large amounts of debt do not itemize their deductions and hence would not have their financial burden eased by the proposed tax break.

But William E. Stanford, director of financial aid at Lohigh University, noted that the proposed break would be available to parents, as well. Mr. Stanford said that he had noticed many more parents, in recent years who are reluctant to borrow money for their children to attend a private college when the children can enroll at less expensive, public institutions.

"I think this will make it possible for some of our potential students' parents to feel more comfortable taking on loans," Mr. Stanford said. "This will be especially important for those deciding between public and private institutions."

In a related proposal, President Bush urged Congress to change the tax laws so that people with Individual Retirement Accounts could make withdrawals—without penalties—to pay college expenses. College officials said that it was good to give parents that option, but that in most cases it would make more financial sense for parents to take out student or home-equity loans instead.

No Tuition-Benefit Provision

One tax provision that college officials had hoped to see in the President's budget plan was not there. That was the provision, slated to expire at the end of June, that allows workers to receive up to \$2,500 in tax-free tuition benefits from their employers.

Thomas A. Butts, a federal-relations officer for the University of Michigan, said colleges would have to rely on Congressional support to keep the tax break alive. Colleges use the tax provision both to recruit students and to provide benefits for employees.

Mr. Butts said he hoped that Congress would make the tax break permanent so that colleges could stop what has become an annual lobbying drive for the provision. "It's just not effective for anyone to have this being turned on and off again and again," he said.

8 Priorities for '93

Odell Johnson, Jr.,

president of Laney College:

"One of the priorities most certainly must be financial assistance for low-income and educationally disadvantaged students. We have done a very poor job in higher education of recruiting and retaining such students. In California it is particularly important, because the demographics are changing rapidly. It's already difficult enough for our students to attend college. Most of our students work at least part time, and there is a continuing increase in fees for students to attend colleges and universities in California. The very people in need are the people who are being locked out."



ODDELL JOHNSON, JR. FOR THE CHRONICLE

Walter H. Moulton, director of student aid at Bowdoin College:

"More money for all aid programs would be delightful, but realistically I don't expect it. Given the state of the economy, the best I would realistically hope for would be the status quo. Students have been receiving aid from a variety of programs and it's important not to break that continuity, even if Congress tries to change the programs during the reauthorization of the Higher Education Act. It would be disastrous to suddenly pull back on all existing commitments, because some changes would take place a year or two from now as a result of the reauthorization process. If the Congress had additional money this year and, given the type of institution I'm at and the type of student I serve, the funding that would be most valuable to me would be an increase in Supplemental Educational Opportunity Grants."



WALTER MOULTON FOR THE CHRONICLE

Howard K. Schechman, professor emeritus of molecular and cell biology at the University of California at Berkeley:

"The top priority, it seems to me, is the economy. I can sit down and tell you what the President should do for science and education, but unless the economic situation is improved dramatically, then science and education will continue to suffer. The first thing would be to extend unemployment compensation for people who are unemployed so they could have an income and then contribute to the marketplace and begin purchasing. And I would assume that something should be done by the federal government to stimulate employment, by the institution of some public-works program, such as highway construction and repair. Our roads are in terrible condition. There's an area to stimulate the economy and get people back to work."



HOWARD K. SCHECHMAN FOR THE CHRONICLE

Edward Laumann, dean of social sciences at the University of Chicago:

"The Administration and Congress have to understand the need for investing in the scientific infrastructure, providing not only funds for facilities and equipment but also creating a set of incentives to induce the private sector to invest in upgrading facilities. The government's recent hostility to indirect costs and its reduction in programs that help pay for facilities and equipment have threatened the university's ability to cope with research costs and pose a serious threat to the country's ability to maintain its eminence and competitiveness in conducting scientific research."



EDWARD LAUMANN FOR THE CHRONICLE

Sylvie S. Lujan, director of the University of Texas—Pan American Learning Assistance Center:

"All people wanting to pursue a postsecondary education should have the opportunity. The Trio programs provide the connection that gives student that opportunity. I see too many students who are disadvantaged who don't have any idea what college is like. I think the Trio programs do much to get the word out to students and to help them focus on what they need to get to college. We also need to focus on getting them out of college, and that's what Student Support Services does."



SYLVIE S. LUJAN FOR THE CHRONICLE



JENNIFER L. VOIS FOR THE CHRONICLE

Homer A. Naei, chairman of the department of physics at the University of Michigan:

"The item that I'm most concerned about is the Superconducting Supercollider. I think this year and next year are critical years for that project. I'd like very much for it to get on track where there's no further question about its ultimate completion. I'm a professor in high-energy physics. It's an extraordinarily important tool in my field and, I think, for physics and science. The SSC will study the most fundamental issues dealing with the structure of matter, which just has to be important for all science. I'm also concerned about the health of condensed-matter physics, or solid-state physics, as it is called. It's not been adequately funded, and I think it holds many of the keys to this country's future economic competitiveness. In that field, the number of young people being supported is simply too small."

Jennifer L. Vois, president of the Student Government Association at Wichita State University:

"The federal government should find some way to prevent students from becoming overburdened with debt from college loans. Some people say access to higher education isn't as right as well. It should at least be within reach. A lot of students take out loans because that's all they can get. But they do that without thinking of the future, and they leave college with thousands of dollars in debts. It takes a long time to get into a position that provides the kind of salary that you need to repay those loans. If the federal government cannot increase grants, then it should provide work-study or community-service programs so students can reduce their debts. You need at least an undergraduate degree to even be considered for employment in most places."



HOMER A. NAEI FOR THE CHRONICLE

BUDGET

Higher Education Fares Well in Bush Budget; Big Gain for Student Aid

Continued From Page A1

which would grow by nearly \$2.9 billion, or 9.8 percent, to \$32.4 billion. Education research would receive a large increase, and \$500 million would be devoted to a plan that would provide vouchers for families to send their children to the public or private schools of their choice.

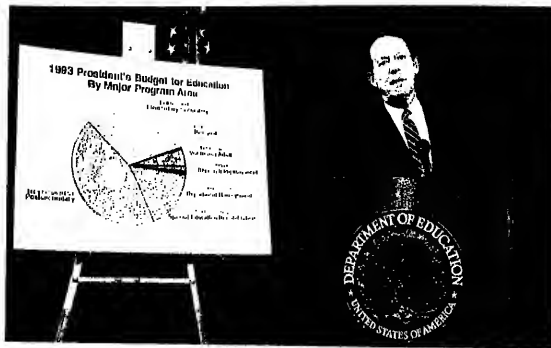
Tough Battle Expected

Education Secretary Lamar Alexander told reporters at a budget briefing last week that the student-aid proposals showed that his department "was trying to do whatever we can to make it relatively easier for a family to continue its college education."

Many of the Administration's spending proposals are based on changes in the structure of student-aid programs that the White House proposed last year and Congressional committees rejected during their debates on reauthorizing the Higher Education Act. Some of the President's ideas still could be attached to that legislation when it is considered in the House of Representatives and Senate this year.

More important, the President's call for more aid strengthens the hand of student-aid supporters in Congress, who expect to fight a tough battle this year for source dollars. Key Democratic lawmakers like Rep. William H. Rostenkowski, the Kentucky Democrat charged with driving up the House education budget, can be expected at least to match the Administration's request.

Some college officials said they were pleased that President Bush



Education Secretary Lamar Alexander: The budget shows an attempt to "do whatever we can" to help families pay for college.

had recommended an increase in student grants after proposing no increase for fiscal 1992 and only a 4.2-percent rise for fiscal 1991. "I think there is a general recognition that there is an extremely serious problem in student financial assistance," said Hoke L. Smith, president of Tufts University. He added that the proposed increase was a smart political tactic for President Bush and "intelligent from the viewpoint of recognizing need."

Others said the increases were exaggerated, since more than 40 percent of the proposed rise for grants would go to make up for a

\$332-million shortfall in the 1992 budget. The money is needed to insure that the government need not reduce the maximum Pell Grant below \$2,400 in the 1992-93 academic year.

'A Good Spin on It'

Critics noted that an additional 21 percent of the increase in grants would go for Presidential Achievement Scholarships for Pell Grant recipients who are at the top of their classes. That program would probably not be created by the time Congress approves the budget in the fall.

"I think the budget is exactly the

same as past Bush budgets for existing programs," said Charles B. Saunders, Jr., senior vice-president of the American Council on Education. "You'd have to give them credit for putting a good spin on it."

An analysis of the \$804-million increase for student grants shows that diverting \$332-million for use in the 1992 budget and subtracting the \$170-million for the scholarship program and \$50-million for improving state oversight of aid programs leaves an increase of \$252-million over the \$5.5-billion that Congress allocated for Pell Grants last year.

California at Berkeley. "But I think they're best done with private and university funds, not with this basic floor program which is to bring everyone up to a given level."

John E. Thomas, chancellor of Appalachian State University, said he respected the President's effort to "encourage students to complete their degrees," by making sure they remain in good academic standing. But he said that the proposed system that would "burden institutions" with another layer of bureaucracy and "cost more than the money you're saving."

At a budget briefing last week, Education Secretary Lamar Alexander defended the proposal. "We are trying to say that, in the future, we'll give you the opportunity based on the amount of income that you have, but once you're there, if you're not succeeding, we're not going to continue to pay for it," he said.

Need Versus Merit

Many college officials and students said they favored merit-based scholarships, but they added that they objected to the President's plan because Pell Grants have traditionally been based on need, not merit or competition.

"I think incentives for meritorious work are a good idea," said Richard W. Black, director of financial aid at the University of Cal-

ifornia. "The money would be supplemented with \$593 million in revenue from other student-aid programs to produce an \$845-million increase in the grant program would be a 40 percent from 15 percent."

College officials said it would be an additional \$200 million to the top two programs if the 10-percent cut in the 1992-93 academic year were approved. "How to increase the matches when we're cutting 10 percent?" asked Matthew B. Perkins, assistant director of postsecondary relations at the University of Connecticut. "The money is there in the states."

438,000 Fewer Pell Grants

"What we've got is the largest budget increase in a tight budget year and we're focusing the money where we think it will do the best," Secretary Alexander said.

The Administration's plan to raise the maximum Pell Grant to \$3,700 for the 1993-94 academic year is in the range that lawmakers have recommended in bills that would reauthorize the Higher Education Act. The Senate legislation calls for a maximum of \$3,600, and the House bill would set the limit at \$4,500.

The Administration's Pell Grant program is similar to one that it made last year, but that was modified to be more sympathetic to the needs of middle-income families. A key change is a proposal that would allow families to protect a larger portion of their home equity from the calculations that the government uses to determine what they are able to spend for college.

Despite such measures, the Administration projected that its plan would eliminate 438,000 students from the Pell Grant program, dropping the number of students receiving grants to 3.4 million. Officials said the number would be lost by proposals that would:

- Make it more difficult to qualify for aid as an "independent" student.
- Require college students to have a C average to qualify for aid.
- Eliminate Pell Grants to institutions that have student-aid default rates above 25 percent.
- Alter eligibility formulas to deny grants to some middle-class students at low-cost institutions.

College officials criticized the proposal, charging that they would have the worst effect on low-income students who are in greatest need of Pell Grants.

Edward M. Elmendorf, vice president for governmental relations at the American Association of State Colleges and Universities, said an analysis by his organization showed that nearly half of 438,000 students eliminated from the Pell Grant program would be from families with incomes below \$20,000.

The Education Department said that the large cuts in the availability of supplemental grant programs would not reduce the number of students receiving such aid because colleges would be re-

quired to combine more to the state. A college's share of the total program would rise to within 30 percent, and its share of the grant program would be a 40 percent from 15 percent.

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Approved 25-percent spending increase for student loans to the \$4.8-billion to the \$4.8-billion of the Stafford Student Loan Program for Undergraduate Students, and Supplemental Loans for Students. The total student-loan account is an "element," which means that the program must provide for all students who qualify.

Government officials said the plan needed to pay for an expected increase in demand for aid and larger subsidies because of anticipated increases in student sizes and proposed increases in the size of loans. The total projected increase in the maximum loan size by \$875, to \$1,000, to \$4,000, for undergraduates.

Sound of Recent Trends

Lawmakers working on reauthorizing the Higher Education Act proposed pushing the loan limit higher—to as much as \$10,000 for juniors and seniors. A portion of the increased demand for loans would result from the new programs to student-aiding only one or two students would be lost by proposals that would:

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NIH Releases Draft of a 'Strategic Plan' for Its Future

Continued From Page A25

NIH director Bernadine P. Healy acknowledged that the successful development of a strategic plan—with an overarching vision for the agency and a set of clear scientific goals—could provide an enticing argument for the Administration to increase significantly the funds provided to the institutes in future years.

She said that the current justification for budget increases rests on the "sheer number" of grants the NIH gives each year. For fiscal 1993, the Administration has asked for a 4.9-percent increase for the agency. Department of Health and Human Services officials boasted

in the department's budget that the increase "is sufficient to support an all-time high number of research project grants."

Ms. Healy said: "When we just focus on the number of grants we're awarding, we look like an entitlement agency for scientists. Support us so we can simply give more money to scientists."

'A Positive Impact'

Relying on grant figures for budget increases, she said, has not captured the imagination of the Administration or Congress. "Business as usual is certainly not working," Ms. Healy said.

But Ms. Healy said that financial

issues would not dominate the development of the plan.

"The budget has to be an issue when we think about developing the Strategic Plan. But you've first got to start with the plan to get more money, instead of first asking for more money to develop a plan," she said. "I do believe that a good strategic plan can become a real justification for budget increases, and I do hope that it will have a positive impact."

She added: "We are a \$9-billion corporation and, as one, we must develop a plan that will allow us to take part in shaping our own future. We need to figure out the essence of the situation that we are

in, and we need to decide what areas to explore in the future."

NIH officials decided to call the document they released a "Framework for Discussion" to emphasize that it is not a finished product.

Said Ms. Healy: "These documents represent 'where we are now' in an evolving process toward a strategic plan for NIH. The meeting in San Antonio and the four regional ones to follow are part of implementing this process and obtaining constructive and substantive input from the scientific community toward a final plan."

After this week's meeting in San Antonio, the NIH plans meetings in February and March in Los Angeles; Farmington, Conn.; Atlanta; and St. Louis.

LEADERSHIP 2000

July 10-22, 1992 Chicago Marriott Hotel Chicago, Illinois

The Fourth Annual International Conference on Leadership Development in Community Colleges conducted by the League for Innovation in the Community College and the Community College Leadership Program, Department of Educational Administration, College of Education, The University of Texas at Austin with support from the W. K. Kellogg Foundation.

CONFERENCE HIGHLIGHTS

- Six keynote speakers
- A series of preconference workshops
- Over 100 breakfast sessions
- Cohosted by Moraine Valley Community College and 13 other Chicago-area community colleges
- Cosponsored by 19 state and national organizations
- Special support from Great American Reserve Insurance Company and Accord College Benefits, Inc.

LEADERSHIP 2000

"Leadership 2000" is an international conference to support the professional development of community college leadership teams, including trustees, chief executive officers, faculty, staff, and administrators. The purpose of the conference is to promote effective leadership in community colleges and to encourage the expansion and diversification of leadership teams. Both leadership teams and individuals are encouraged to attend.

The conference is cosponsored by major national and state community college organizations. It will include over 100 presentations by national leaders and college teams who will focus on leadership development, political and financial strategies, diversity and access, institutional effectiveness, economic development, business and industry alliances, managing and supporting technology, governance, team building and coalition, board/CEO effectiveness, staffing for the new century, serving older adults, community colleges, distance education, instructional issues, student development, and other related topics.

PRECONFERENCE WORKSHOPS

A series of "Learning to Do" preconference workshops has been scheduled on the following topics important to community college leaders:

- "Learning to Assess Institutional Effectiveness in Terms of Student Outcomes"
- "Learning to Plan for Instructional Computing"
- "Learning to Implement Total Quality Management"
- "Learning to Negotiate the CEO Contract"
- "Learning to Develop Staff for the Year 2000"
- "Learning to Overcome Gender Stereotypes to Build Effective Teams"

KEYNOTE SPEAKERS



Please send me a registration form and hotel information:

Name _____ Title _____
 Organization _____
 Address _____ State _____ ZIP _____
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REGISTRATION FEES

Received before June 1 \$295
 Received after June 1 \$350
 On site \$375
 Preconference Workshop Fees \$ 60

Mail to:
 League for Innovation in the Community College
 25431 Cabot Road, Suite 204
 Laguna Hills, California 92653
 (714) 855-0710 FAX (714) 855-6293

CUE

Auditors Question University Claims for \$350-Million

Continued From Page A25

from the government "invited optimistic interpretations" and universities "used it as an opportunity to reach for all they could get," Mr. Peach said.

The comments and testimony came at a hearing held by the Energy and Commerce Committee's Subcommittee on Oversight and Investigations, which Mr. Dingell chairs. Officials from Stanford and several other institutions that were spotlighted said the audits had misrepresented the situation. Many of the so-called overcharges in the latest round of audits were the product of the auditors' disregarding previously agreed-upon procedures, they said.

A 50-Year Partnership

Stanford officials were particularly critical. Auditors for one of the four agencies testifying last week said that Stanford owed the government \$231-million for excessive charges it had billed from 1981 through 1988.

The GAO and the Office of the Inspector General of the Department of Health and Human Services also released initial results of their audits, which found other overcharges.

Peter W. Van Eiten, Stanford's chief financial officer, said the Defense Contract Audit Agency had arrived at the \$231-million figure by "disregarding" numerous memoranda of understanding between Stanford and the government governing how its indirect costs of research would be calculated and recovered. "They are retroactively calculating" those, Mr. Van Eiten said, Stanford is appealing the conclusions through administrative procedures.

No universities were invited to testify, but Mr. Dingell acknowledged their objections as he took pains to distance the notion that government was "now somehow wenching on a productive 50-year partnership" with universities in the financing of scientific research. There had never been an understanding that only university "could burden the taxpayer with irrelevant, improper, and, in a number of cases, illegal charges in the name of science," Mr. Dingell said.

Dispute Over Utility Costs

Many of the costs identified in the 28 different audits at Stanford derived from differences of opinion over how costs for such things as utilities and building renovation should be allocated to various university accounts. Disputes over utility costs alone account for about \$16-million of the charges under question.

The Defense Contracting Audit Agency did less-extensive audits at 21 other universities, covering a total of 54 fiscal years because some were examined for multiple years. Audits of another 20 universities should be completed by October 1. The agency's deputy director, Fred J. Newton, told the committee that, to date, the agency had

identified \$336-million worth of charges that may have been improperly billed to the government. The agency's audit of 1990 financial records at the Massachusetts Institute of Technology showed that the institution owed the government \$100-million for 1990. The agency said its audits at Pennsylvania State University for the fiscal years 1986 and 1991, showed overcharges to the government of \$6.4-million. A Penn State spokesman said that university officials had not yet had a chance to review the audit and so could not comment on the charges.

An MIT spokesman said some of the smaller items identified, such as a portion of the \$3,406 spent on limousines for university trustees, were probably improper. But, like Stanford, MIT objects to several so-called overcharges that are re-interpretations of the memoranda of understanding.

Groise on the Nile

The spokesman also disputed assertions by some auditors that MIT and the Harvard Medical School had been especially aggressive in trying to recover costs from the government. "We have not gone after every federal dollar we could get," said the spokesman, Kenneth D. Campbell.

The audit also cited Carnegie Mellon University for its \$11,000 in charges to the government for a key and Egypt, including a cruise on the Nile.

At Mr. Dingell's request, the HHS auditors examined whether non-federal sponsors of research, par-

ticularly foreign governments, had received more favorable treatment from universities in overhead rates. Mr. Dingell said he was concerned that the universities were using federal dollars to underwrite research for foreign countries that was "enhancing their competitiveness at the expense of our own."

Seathing Letter to Stanford

Thomas D. Roslewicz, deputy inspector general for audit services at HHS, said auditors had found examples at three universities where foreign governments were charged no or very low overhead rates. The audits determined that the institutions—Duke University, the Johns Hopkins University, and the University of Pittsburgh—had absorbed the extra costs themselves.

Meanwhile, one of Stanford's chief critics, Paul L. L. Biddle, has written a seathing letter to the chairman of Stanford's Board of Trustees, urging him and his "cohort" to take a more active role in resolving the overcharge disputes. Mr. Biddle is the representative at Stanford of the Office of Naval Research, the agency that oversees how Stanford is reimbursed for its indirect research costs.

Stanford has taken advantage of the American taxpayer but should not expect to "continue to live comfortably from the fruits of its research," Mr. Biddle wrote.

"Silence on the part of the Stanford Board of Trustees and the university senior management makes it seem they are complacent in a cover-up or, even worse, themselves participants in the improprieties."

WASHINGTON UPDATE

- Senate backs Humanities Council nominee
- NSF funds drawn from other departments

Kenny J. Williams, a professor of English at Duke University and a specialist on African-American literature, easily won Senate confirmation to the National Council on the Humanities last week. The National Council on the Humanities is the advisory board of the National Endowment for the Humanities.

Ms. Williams was chosen after the President's first nominee, Carol Annone, a teacher and administrator in the Gallatin Division of New York University, was rejected by a Senate committee in July. Several academic associations had questioned Ms. Annone's qualifications to sit on the board, but her defenders charged that the groups did not like Ms. Annone's politics. Those academic associations did not challenge the nomination of Ms. Williams, although she shares some of Ms. Annone's views on literature.

—STEPHEN BURRO

Congress has added about \$105-million from the budget of the Defense Department to support the Antarctic program of the National Science Foundation in fiscal 1992.

But housing programs are likely to be cut to partly offset that provision.

Counting the money that Con-

gress had earlier provided to NSF, the budget for the Antarctic program will grow by about 15.6 percent.

Most of the extra money will cover the costs the Navy incurs providing flights and other services to NSF's Antarctic program, the past, the foundation had to reimburse the Navy from its own money. Congress, in passing the law for the military, had authorized that \$30-million in the military budget go to pay for the environmental, safety, and health programs in Antarctica.

Under the law, the research \$75-million that Congress provided for Antarctica in the fiscal 1992 budget has to be offset by a reduction of \$75-million from the congressional spending laws for research and housing programs. At least \$10-million of the cut must come from the NSF's research budget, according to law. The rest must come from the foundation's search budget, housing program for the poor, or some combination of the two.

The budget office recently approved the NSF's operating plan for fiscal 1992, which includes only required \$5-million cut. The administration has now decided to propose officially to Congress the difference be taken from housing programs.

—COLLEEN COUGHLIN

Government & Politics

National Standards for Schools Backed in Report to Government Leaders

By THOMAS J. DELAUGHRY

A committee of educators and government officials, in what it calls a turning point in the school-reform movement, has endorsed the establishment of national standards that would spell out what the nation's schoolchildren need to know.

The report, "Raising Standards for American Education," says standards would provide "an increasingly diverse and mobile population with shared values and knowledge."

The tests used to measure achievement of the standards should be voluntary for each state and have "the capacity to produce useful, comparable results," the report says. The council says the

test results ultimately could be used for determining who graduates from high school, who is admitted to college, or who is certified for certain types of employment.

The report says that setting standards and developing tests "are not panaceas for the nation's educational problems."

It adds that attention must be paid to developing curricula to meet the standards, to preparing teachers to teach to the new levels, to providing students and educators with incentives to improve, and to reducing health and social barriers to learning.

Lauren Resnick, director of the

Learning Research and Development Center at the University of Pittsburgh and a member of the council, said the standards and tests "will give parents, employers, community advocates, and educators the tools they need to transform our education system, [and] end the cycle of low expectations."

Many education researchers are leery of using national examinations for "high-stakes decisions" related to promotion or graduation. A group of more than 30 education professors—including Linda Darling-Hammond of Columbia Uni-

versity, John T. Goodlad of the University of Washington, and Judith Lamer of Michigan State University—argues in a written response to the council's report that "the limited information available from test results should not be used as sole determinants of students' educational futures—regarding tracking, promotion, or graduation decisions—or for assigning consequences to schools."

The statement adds: "Past research and experience have shown that these inappropriate uses of test results ultimately narrow curriculum, thus lowering standards, and create perverse incentives for schools to artificially raise scores by pushing out low-scoring students rather than improving the quality of education."

'High-Stakes Decisions'

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and developing tests

are not panaceas

to the nation's

educational problems."

—COLLEEN COUGHLIN

Counting the money that Con-

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Most of the extra money will cover the costs the Navy incurs providing flights and other services to NSF's Antarctic program, the past, the foundation had to reimburse the Navy from its own money. Congress, in passing the law for the military, had authorized that \$30-million in the military budget go to pay for the environmental, safety, and health programs in Antarctica.

Under the law, the research \$75-million that Congress provided for Antarctica in the fiscal 1992 budget has to be offset by a reduction of \$75-million from the congressional spending laws for research and housing programs. At least \$10-million of the cut must come from the NSF's research budget, according to law. The rest must come from the foundation's search budget, housing program for the poor, or some combination of the two.

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\$33-Million Program Aims to Increase Number of General Physicians

By JULIE L. NICKLIN

A \$33-million grant program to encourage medical students to choose careers as general practitioners has been announced by the Robert Wood Johnson Foundation.

Officials of the foundation, the nation's largest health-care philanthropy, fear that too many physicians today choose highly focused medical specialties, a situation that makes primary health care scarce and costly for most Americans.

Michael P. Beuchler, a senior program officer at the foundation, says the health-care problem will reach "crisis" proportions in a few years if steps are not taken now to remedy it.

"If you're going to turn the trend around, it's going to take time," Mr. Beuchler says. "The remaining choices among certain segments of the medical-education community is, 'We need more general physicians.'"

The foundation's program, the Generalist Physician Initiative, will seek to encourage medical students to become family practitioners, general internists, and pediatricians. The program will award a total of \$32.7-million to medical schools over the next seven years.

To receive the grants, medical schools will have to develop plans that could ultimately change the way they admit students, the way students are taught, and the way residency training is structured.

Second Major Program

The foundation's effort is the second major grant program announced in the last year that aims to make general health care more available. Last year, the W. K. Kellogg Foundation awarded nearly \$47.5-million to universities to foster the development of community-based health care. Kellogg seeks to improve health services "for underserved people in un-reached areas" by, among other

things, increasing the number of graduates who choose primary care (The Chronicle, July 3, 1991).

From 1965 to 1988 the proportion of physicians who were generalists decreased to 30 per cent, from 42 per cent, according to two reports that examined the national supply of physicians. If that trend continues, the proportion is expected to drop to 25 per cent early in the next decade. The studies were conducted by the Graduate Medical Education National Advisory Committee and the Council on Graduate Medical Education.

A better balance between generalists and specialists would be "50-50," says Edward J. Stemmler, executive vice-president of the Association of American Medical Colleges.

Attracted by Higher Income

Many doctors in the United States want, among other things, the added prestige of being a orthopedist or a gastroenterologist instead of a pediatrician or a family practitioner, Dr. Stemmler says. They are also attracted by the higher incomes possible in specialty areas, he adds. Dr. Stemmler serves on a committee that advised the foundation on the new program.

Johnson Foundation officials hope their program will push medical schools to work with state gov-

ernments, private insurers, health-maintenance organizations, hospitals, and community health centers to increase the number of general practitioners.

Frederick D. Burg, vice-dean for education at the University of Pennsylvania Medical Center, says his center saw only 60 per cent of its training positions in pediatrics filled last year, while specialized fields filled up completely.

Something has to be done to reverse the number of students who are "being driven away from primary care," says Dr. Burg, who is also a professor of pediatrics.

In the first phase of the foundation's program, each of up to 18

Business & Philanthropy

medical schools will be awarded one-year planning grants of as much as \$150,000. From those, the 12 schools that develop the most comprehensive strategies for increasing the number of general physicians each will receive six-year grants of up to \$2.5-million to put their plans to work.

A one-day workshop for medical schools interested in the program will be held this month in St. Louis. The application deadline for grants is May 29. The first recipients will be announced in October.

More information is available from Jack M. Colwill, chairman of the Department of Family and Community Medicine, University of Missouri, 1422 Medical Sciences Building, Columbia, Mo. 65212 (314) 882-1613.

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Students

Colleges Have Done a Bad Job of Explaining Affirmative Action to Students, Critics Say

As a result, some whites view themselves as victims

By MICHELE N-K COLLISON

As colleges struggle to attract minority students and bring a greater mix of undergraduates to their campuses, some critics say that admissions offices have done a poor job of explaining their affirmative-action policies to prospective students and their parents. As a result, the critics say, colleges are contributing to the view among some white students that they are being passed over for unqualified members of minority groups.

"Colleges could come out and say, 'We want a diverse class with musicians, athletes, and minority students,'" says Reginald Wilson, a senior scholar at the American Council on Education. "But colleges with good affirmative-action policies act like it's something dirty they have to hide."

Many Constituents to Plead

Some white students, believing that simply being black or Hispanic would put them at the top of a college's list, have gone so far as to identify themselves as minority-group members on college applications. In addition, high-school counselors say some minority students mistakenly believe that they will be accepted to competitive colleges simply because of the color of their skin.

Some say the lack of clear information from colleges is feeding a backlash against affirmative action. In the last year, a white student filed a complaint against Duke University, claiming she had been rejected by the institution even though she said she had a better academic record than a black high-school classmate whom Duke accepted. And a white student at the Georgetown University Law Center touched off a fierce debate over affirmative action by writing an article saying that black students who had been admitted had lower test scores and grades than their white classmates.

College admissions officers acknowledge that they may appear secretive, but they say they do not divulge the details of their policies for good reason. Many worry that critics of affirmative action will misrepresent college policies and inflame the tensions that already exist between white students and members of minority groups.

"Colleges are sneaking into minority," says Bruce G. Poch, dean of admissions at Princeton College. "Colleges don't call attention to their policies because they don't want to be spotlighted."

Mr. Poch says universities "ought to come out of the closet," and he asks: "If they're doing a good job, why are they ashamed?" But he adds that admissions officers are unwilling to be more open because they must please different constituencies and don't want to draw attention to something that could be controversial.

High-school counselors say some of the mystery and hostility surrounding affirmative action could be reduced if colleges



Valerie Bell: Admissions officers should ask whether a low-income minority student has "taken advantage of his environment."

were more candid. Indeed, no one outside an institution knows exactly how a college arrives at its decisions about whom to accept. And although institutions say they practice affirmative action, few tell students and parents exactly how they carry out that concept.

"When you keep something a secret, you make it suspect," said Elan Clark, director of college counseling at Immaculate

Heart High School in Los Angeles, speaking at a meeting of the National Association of College Admission Counselors. "Students just don't understand what colleges are trying to do. When admissions representatives come to my school, I encourage them to explain their affirmative-action policies to all students."

Admissions officers interviewed for this

Continued on Following Page

Affirmative-Action Failings Said to Cause Backlash

Continued From Preceding Page
article said their institutions practiced affirmative action, but only a handful would release details about how their choices are made. What is clear is that even perfect grades and test scores will not guarantee admission if a student isn't desirable in other ways.

In addition to grades, institutions might consider students' ability to lead, their sense of curiosity, and their enthusiasm. Colleges also try to recruit athletes, musicians, low-income students, disabled students, the children of alumni, and those from minority groups.

Marcy Whaley, associate director of admissions at the California Institute of Technology, says admissions officers always look beyond grades. "There are too many good students for us to admit," she says. "We select them based on what we need and what we want. Maybe this year we need a first baseman or a little player. We have the luxury of looking at more than just scores."

Anthony Cunchola-Flores, associate director of admissions at Brown University, says that colleges want a mix of students from various parts of the country and from various racial and socioeconomic groups.

"If you have three seniors, it's not who's the best academically, but who will bring the most to campus," says Mr. Cunchola-Flores. David Wingood, acting director of admissions at Duke University, says of the college-admissions process: "This is not an exact science. There is no formula."

Berkeley Issues 'Targets'

Although most institutions say they do not use quotas or goals, their desire for diversity may mean that a minority student, an athlete, or a musician may be admitted over another applicant who has higher grades or test scores. But institutions say they do not take any students who are unqualified to do the work required.

The University of California at Berkeley is one of only a few institutions that spells out its desire for a diverse class. Each year it issues "targets" for athletes and for low-income and disabled students, as well as for minority students.

"These are targets, not ceilings or floors," says Andre Bell, director of admissions at Berkeley. For instance, Berkeley would like to admit 1,600 to 1,800 minority students in its freshman class of 8,200. Some institutions judge minority students differently from those of white students. Admissions directors at those institutions say it is unfair to expect students who do not come from white, middle-class backgrounds to have had access to the same quality of education and test scores as students from those backgrounds.

Officials at one college who asked to remain anonymous say they recognize that minority students on average have lower Scholastic Aptitude Test scores than white students. So the institution evaluates black students according to the average score for blacks, and whites according to the average score for whites.

Valerie Bell, associate-dean of

admissions at Oberlin College, agrees that when considering a low-income minority student, admissions officials should consider the student's background.

"You don't penalize a student for not having money," she says. "You evaluate the student and you ask, Did this person excel within the walls of this institution? You ask, Has he taken advantage of his environment?"

Admissions officials say they frequently are accused of accepting minority students who have lower scores than white students. But they say that many times the white who loses out hasn't demonstrated other characteristics that might make the student attractive.

For instance, Avis Hinkson-Lester, associate dean of admissions at Pomona College, describes a case of two students, one black and one white, who applied for admission just last fall from the same Midwestern high school. The white student had a slightly higher class rank and a slightly higher SAT score than the black student, but the black student had been more active in after-class activities. Pomona accepted the black student and rejected the white one.

"All students have to demonstrate abilities beyond the classroom," says Ms. Hinkson-Lester. "We want the whole student to contribute to the college. You may play sports, the violin, or do science research, but you have to do something."

The widening of the applicant pool to include more members of minority groups has made white students resentful, college officials say.

"It is true, the number of places for white males and females is smaller in 1991 than it was in 1971," says Mr. Wingood of Duke. "They aren't the only ones in the pool. Twenty-five per cent of the applicants are now minority."

Calls by Disgruntled Parents

Admissions officials say they frequently receive telephone calls from disgruntled white parents who feel their children were unfairly rejected for admission. Some white students, desperate to get into prestigious institutions, check

boxes on their applications that say they are black, Asian, or Hispanic.

"I had a Jewish student who checked the Asian box," says Mr. Cunchola-Flores of Brown.

Although some students complain that colleges give consideration in admissions to the children of alumni or to athletes, admissions officers say students typically are much more angered by special consideration for minority students.

Says Andrew P. Comblat, director of admissions at the Georgetown University Law Center: "There is more of an outcry when it has to do with race than with privilege."

Some college officials say high-school counselors bolster the idea that colleges are interested in minority students, regardless of their academic abilities. "They tell these kids, 'You should definitely apply for college. You'll get in because you're black,'" says Gregory C. Roberts, executive director of the Baltimore Educational Scholarship Trust, a program that places black students in private high schools.

"They're not telling these kids that the reason they will get in is because they are top students," says Roberts. Admissions officials say some black students have come to think they can use their race to their advantage. "My daughter's friends were talking and one said, 'I only have to have average grades and I'll get in because all these colleges are beating the bushes looking for minority students,'" says Berkeley's Mr. Bell. "I had to explain that that was not true. Colleges are not accepting minority students just because they are black. They are looking for students who can do the work."

A Demoralizing Process
Some high-school counselors say the college-admissions process is demoralizing for minority students. The attacks on affirmative action have prompted some to question their abilities because, officials say, the students are never sure if they've been accepted because of their color or because of their abilities.

"The son of a friend of mine got accepted to Yale," says Georgin Booker, a college counselor at Woodrow Wilson Senior High School in Washington. "A teacher said, 'You must have really been looking for blacks.'" She said this in front of the entire class. You know that was hurtful to that student. It was a blow to him. Colleges ought to be saying these are academically talented students."

Critics of affirmative-action policies say institutions could reduce some of the resentment of white students by looking at economics, instead of race, when making admissions decisions. Indeed, they say that in their quest to diversify, they have shunned in the past, colleges are overlooking disadvantaged whites.

Admissions directors expect the controversy over affirmative action to intensify.

"Admission is not a fair game," says Leon Braswell, associate dean of admissions at Bowdoin College. "Someone will get hurt, black kids as well as white, as we open the doors to more people."

Students

Athletics

Draft Memo Stresses Need for Sex Equity in Dropping Teams

Continued From Page A1

programs receiving federal assistance.

"I think it will be perceived as a warning, and in that sense it's good," said Donna Lopiano, director of women's athletics at the University of Texas at Austin. "It'll be interesting to see if the presidents think this is a real shot across the bow, or just a bag of flour."

Said another women's-sports advocate, who asked not to be identified: "It's not bad, especially considering that they haven't done a damn thing for the last 10 years."

A Basic Premise Is Reiterated

The oca memorandum begins by restating a basic premise of Title IX: that colleges must offer men and women equitable opportunities to compete on sports teams, and that the ratio of female to male athletes must be substantially equivalent to the ratio of women to men in the undergraduate student body.

When the rate of participation by women differs from the proportion of women in the student body, the memorandum says, a college must be able to show a "history or continuing practice of program expansion

'SADDEST DAY OF MY LIFE'

Football Coach at U. of Massachusetts Resigns to Protest Scholarship Freeze



Jim Reid resigned because he thought his integrity had been compromised. It troubled him to make scholarship offers and then have to rescind them.

By DOUGLAS LEDERMAN

The football coach at the University of Massachusetts at Amherst quit last month after learning that the university had instituted a temporary freeze on the awarding of new football scholarships.

Jim Reid, who had been at Massachusetts for 19 years, including the last six as head football coach, said he had resigned because he thought his integrity had been compromised. It troubled him, he said, to have to make—and then renege on—scholarship offers.

"This is the saddest day of my life," he told the Associated Press.

University Loses \$65-Million

The University of Massachusetts has been devastated by budget cuts forced by the state's economic travails. All told, the university has lost more than \$55-million in state assistance since 1988, dropping its annual budget to \$112-million from \$167-million.

The athletics program has not been spared. Besides sharing in the institution-wide budget cuts, the sports program has lost about \$500,000 in student athletic fees because of shrinking enrollment, said Richard O'Brien, the chancellor. And more troubles are in the offing: The university is nearing completion of a multi-million-dollar hockey arena, but it does not have enough money to support the hockey team or pay the cost of maintaining the new facility, the chancellor said.

The university announced in May that it would eliminate four varsity teams (men's soccer, women's volleyball, and men's and women's tennis), reduce financial support for men's and women's skiing and men's and women's

swimming and cut personnel in football and sports medicine.

But those changes were not enough. When further cuts became necessary this winter, the university opted not to drop any more teams, hoping to maintain a broad array of athletic programs. "The question became whether to go further down the track of dropping teams or take it out of the hide of the most expensive sports," said Mr. O'Brien. "We reluctantly decided to do the latter."

So, late last month, the athletics director, Frank McInerney, called Mr. Reid into his office and told him that the university could not afford to offer any new football scholarships.

That was the last straw for the coach, who had earned a reputation at Massachusetts for cutting bag lunches and sleeping on the floor of other coaches' hotel rooms to save money during the recruiting process.

Will Continue to Field a Team

Mr. McInerney said in an interview last week that the university would honor the seven scholarships that Mr. O'Brien had awarded—and incoming freshmen already had accepted—for next year. But the director said the university would award only about 50 football scholarships over all, well below the 63 that its league, the Yankee Conference, allows.

Chancellor O'Brien said the university would continue to field a football team and play in the Yankee Conference, even though the league's other nine teams offer more scholarships.

He said the university would need about \$1-million a year in additional

Continued on Following Page



Donna Lopiano of the U. of Texas at Austin: "It'll be interesting to see if the presidents think this is a real shot across the bow, or just a bag of flour."

for students of the underrepresented sex, or prove that the interests and abilities of the sexes are equally accommodated.

The memo goes on to warn colleges that cutting an equal number of men's and women's teams does not insure compliance with Title IX, since they may be cutting equally from inequitable sports programs. Colleges may also violate Title IX, the memorandum advises, if they fail to offer the same sport to men and women, provided that athletic opportunities have women on the campus historically have

Continued on Following Page

When a Black Applicant Is Accepted and a White Is Not: Case at Duke U. Illustrates Use of Race in Admissions



Elizabeth Elkins, who attends Jacksonville State U., says she was just as qualified for admission as Ms. Morris.



Harold Wingood, acting director of admissions at Duke U., says he only invites those who are qualified.

Why didn't Elizabeth Elkins get into Duke University? Ms. Elkins thinks it's because she is white.

She says the admissions office at Duke rejected her last spring and accepted a black classmate from her high school even though Ms. Elkins says her academic record was better than the black student's. Kamara Morris, the black student, has told reporters that she was just as qualified for admission as Ms. Elkins.

Ms. Elkins filed a complaint with the U.S. Education Department's Office for Civil Rights charging that Duke had discriminated against her. In a letter outlining her complaint, which was published in several newspapers in the Southeast, Ms. Elkins said: "I write to make public the most overlooked injustice in our nation's colleges and universities: reverse racial discrimination. This now common occurrence is downing the aspirations of the white race."

'Microcosm of the Nation'

In December, the Education Department ruled that Duke had not discriminated against Ms. Elkins. Archie B. Meyer, acting regional director of the Office for Civil Rights, wrote in his report that Ms.

Morris "was accepted because she had a stronger application based on test scores, academic achievement, personal qualities, and recommendations." He said Duke's acceptance of Ms. Morris also added to the racial diversity of the university. And he added: "The evidence does not show that Student B was accepted solely on the basis of her race." The report referred to Ms. Morris as Student B.

Duke officials said they were pleased with the outcome. The results confirm what we knew to be the case," said Harold Wingood, acting director of admissions at Duke. Mr. Wingood said that Duke did not accept students just because they were black. "We only invite those who are qualified," he said.

Mr. Wingood said the university did take race into consideration when making admissions decisions. "Universities are a microcosm of the nation, and we try to be representative of the population," he said. "Minority students are a minority on this campus. Students of color contribute to campus life."

Ms. Elkins and Ms. Morris both attended Jacksonville High School in Alabama. The Education Department found that both women

had scored 1180 out of a possible 1600 on the Scholastic Aptitude Test. While Mr. Meyer found that Ms. Elkins had scored higher than Ms. Morris on various Achievement tests, Ms. Morris had slightly better grades and better recommendations than did Ms. Elkins.

Ms. Elkins, who is now a student at Jacksonville State University, does not plan to take her complaint further. But she said that in its study of her case, the Education Department had failed to consider that she was an athlete and took advanced-placement courses, factors she believes should have made her more attractive to Duke than Ms. Morris.

'I Am So Mad'

Ms. Morris, the black student, decided to attend Cornell University instead of Duke last fall. She declined to be interviewed for this story, but last fall she told the Associated Press: "I am so mad right now, tears are streaming down my face. I am just as well qualified as she is. Her concern is valid if you're picking a black person who is not qualified. I'd like to think I was picked because I was qualified and because I had a little bit more I could offer to someone else."

—MICHAEL N. COLLISON

Gazette

Continued from Previous Page
Linda Davis Taylor, director of alumni relations at Chestnut McKenna College, to be president for development and college relations at St. Mary's College, Worcester, Massachusetts, in August 1992.
John H. Davis, 67, professor emeritus of American history at George Washington U., January 16 in Washington, D.C.
Francis S. Dineen, 67, professor emeritus of American history at George Washington U., January 16 in Washington, D.C.
David V. Hays, 77, former professor of medicine at College of Physicians and Surgeons of Columbia U., January 17 in New York, N.Y.
John H. Davis, 67, former associate clinical professor of surgery at George Washington U., January 16 in Washington, D.C.
Hans J. Janssen, 65, professor emeritus of soil science at U. of California at Berkeley, January 16 in Berkeley, Calif.
Sumner M. Korman, 73, professor emeritus of pharmacology at Stanford U., January 11 in Sunnyvale, Calif.
Karl J. Lawrence, 80, professor emeritus of physics at Stanford U., January 11 in Hamilton, N.Y.
Blaise Catherine M. Lee, 79, former registrar at Trinity College (Washington), January 21 in Washington.

MISCELLANY

James H. Rosen, president of Stanford U., to be president and chief executive officer of Freedom Newspapers Inc. Irvine, Calif.

Deaths

Joseph D. Allen, 79, professor emeritus and former chairman of surgery at Stanford U., January 10 in Stanford, Calif.
John R. Everett, 73, president emeritus of

New School for Social Research, former chairman of U.S. U. of New York, and former president of Hofstra College, January 21 in New York.
John E. Blum, 80, professor emeritus of law at Wayne State U., December 9 in Detroit.
Francis S. Dineen, 67, professor emeritus of American history at George Washington U., January 16 in Washington, D.C.
David V. Hays, 77, former professor of medicine at College of Physicians and Surgeons of Columbia U., January 17 in New York, N.Y.
John H. Davis, 67, former associate clinical professor of surgery at George Washington U., January 16 in Washington, D.C.
Hans J. Janssen, 65, professor emeritus of soil science at U. of California at Berkeley, January 16 in Berkeley, Calif.
Sumner M. Korman, 73, professor emeritus of pharmacology at Stanford U., January 11 in Sunnyvale, Calif.
Karl J. Lawrence, 80, professor emeritus of physics at Stanford U., January 11 in Hamilton, N.Y.
Blaise Catherine M. Lee, 79, former registrar at Trinity College (Washington), January 21 in Washington.

James H. Rosen, president of Stanford U., to be president and chief executive officer of Freedom Newspapers Inc. Irvine, Calif.
John R. Everett, 73, president emeritus of

at U. of the District of Columbia and former basketball coach at Howard U., January 18 in Bethesda, Md.
Howard W. Wright, former professor of accounting at U. of Maryland at College Park, January 18 in Bethesda, Md.

Coming Events

A symbol (a) marks items that have not appeared in previous issues of The Chronicle.

FEBRUARY

12-12 Research: "Responding to Allegations of Research Misconduct in the University: A Practical Workshop, American Association for the Advancement of Science, Hyatt Regency Hotel, Chicago, Ill., 12-12-92. Contact: Robert H. Hargrave, AAAS, (202) 326-6600, fax (202) 289-4950.

12-12-13 Administration: College for the Association of College Administrators, 12-12-92. Contact: Mary J. Hargrave, 800-222-7777, fax (303) 836-8000.

12-12-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31: Annual meeting of the American Association of University Professors, Hyatt Regency Hotel, Washington, D.C., 12-12-92. Contact: John L. Oake, 1915 24 8819.

12-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31: Higher education: "The Higher Education of Adult Learners," conference, National University Research Institute, 12-16-92. Contact: John L. Oake, 1915 24 8819.

12-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31: Multicultural education: "The Multicultural Education of Adult Learners," conference, National University Research Institute, 12-16-92. Contact: John L. Oake, 1915 24 8819.

12-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31: Business education: "Strategic Planning and Budgeting," workshop, American Association of College and University Business Officers, Los Angeles, Calif., 12-16-92. Contact: Robert H. Hargrave, AAAS, (202) 326-6600, fax (202) 289-4950.

12-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31: Cooperative education: "The Cooperative Education of Adult Learners," conference, National University Research Institute, 12-16-92. Contact: John L. Oake, 1915 24 8819.

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CONFERENCES, WORKSHOPS

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April 3-5, 1992

Conference will be held in Washington, DC (beginning 10 p.m. on Friday and ending at 2:00 p.m. Sunday) for selected college juniors and seniors who may be potential candidates for The Fund for Theological Education's (FTE) Post Doctoral Scholarship Program.

The Conference is designed to provide a unique experience for a select number of African American students who are considering doctoral studies for the Ph.D. or Ed.D. in religion or theology. The objective of the Conference is to assist students in obtaining direction and clarity about opportunities and challenges for teachers and scholars in the field of religion and theology. The conference leaders will be teachers and scholars in the field of religion.

Participants must be nominated by their college, professor, administrator, or chaplain. Deadline for nominations is February 21. Application information will be sent to nominees by The FTE. Participant's conference expenses will be covered by The FTE.

For further information contact the
 Executive Director
 The Fund for Theological Education, Inc.
 475 Riverside Drive
 Suite 832
 New York, New York 10115
 (212) 870-2058

CALL FOR PAPERS

HIGHER EDUCATION REFORM IN EUROPE AND AMERICA
THIRD ANNUAL INTERNATIONAL AAU CONFERENCE
 INNSBRUCK, AUSTRIA
 SEPTEMBER 17-18, 1992
 THE AMERICAN ASSOCIATION OF UNIVERSITY ADMINISTRATORS
 THE UNIVERSITY OF INNSBRUCK
 GOVERNORS STATE UNIVERSITY
 THE UNIVERSITY OF NEW ORLEANS
 SUNY, EMPIRE STATE COLLEGE
 AUSTRIAN ASSOCIATION OF REKTORS
 AUSTRIAN ASSOCIATION OF DIRECTORS
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 SEPTEMBER 17 AND 18, 1992

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- CORPORATE TRAINING
- EVALUATION
- EXTERNAL FUNDING
- ACCOUNTABILITY
- QUALITY
- ASSESSMENT
- INTERNATIONAL EDUCATION
- SATELLITE TECHNOLOGY
- LIFELONG AND DISTANCE LEARNING
- NONTRADITIONAL DEGREE PROGRAMS
- TECHNOLOGICAL
- PLANNING
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- FACULTY REWARD SYSTEMS
- TRANSFER OF TECHNOLOGY

Submit a 200-word prospectus and short biography by April 1 to:
 Dr. Virginia L. Pineda
 Governors State University
 University Park, IL 60146
 708-654-5000, Ext. 2320

We also invite your inquiries concerning general participation in the conference and the week-long package of events surrounding the meeting (September 14-21).

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WORKSHOP TOPICS

- Thinking Green
- The Concept of European Chemical Timelimits
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- Regenerative Approach to Chemical Contamination
- Discussion Panel - Issues and Conclusions
- Identifying the Hazards in Landfill
- The Environmental Impact of Landfill
- Landfill Reclamation—Costs and Liabilities
- Commercial Uses/Markets for Recycled Materials
- Land Contamination: Identifying Hazards
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Agenda Highlights

- Featured Speakers and Activities
- February 25, 1992
- Dallas Martin
- National Association of Student Financial Aid Administrators
- Mark Hoffman
- American College Testing
- Ted Bracken
- Consortium on Financing Higher Education
- Ruth Lammert Reeves
- Georgetown University School of Law
- William Blakey
- Cloham and Dean
- Trip to Capitol Hill and Reception
- February 26, 1992
- Reports on Hill meetings
- Update from the Department of Education

For registration materials and further information, please contact:
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